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ABSTRACT

These materials are part of a four-module series, "Competence Is for Everyone," designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals, practices of social institutions in education, employment, and the mass media, and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the upper elementary level, examines appraisal with respect to gender through activities focussed on: (1) identifying personal and social expectations based on gender; (2) recognizing sex stereotypes portrayed in textbooks and comic books; (3) assessing the status of employed women; and (4) reviewing recent legal changes and their implications for future gender roles. Additionally, a teacher's guide with instructions and worksheets accompanies this student text. (Author/BLM)

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COMPETENCE IS FOR EVERYONE

Upper Level
Unit 3: Male and Female

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and Dale Kent

University of Vermont

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER 1

FEMALE AND MALE ROLES

One category that affects all of us is that we are all either male or female. You are either a woman or a man. We all expect men to do some things and women to do other things. Many people believe that women should do the cooking and cleaning and men should do mechanical things, like fixing cars. What if you are a male and you enjoy baking cookies? What if you are a female and you like fixing your own car? What sort of judgments might your friends make about what you are doing? If you are a male, they might say, "You're really strange, baking cookies." Or, if you are a female, they might call you a "tomboy" for fixing your car.

Are these judgments task appraisals or person appraisals? The judgments are based on who you are. They are not based on what you are doing. Do the judgments encourage you to bake cookies or to fix cars? No, they really do not. They are saying that it is wrong for males to bake cookies and for females to fix cars.

Suppose your friends looked at what you were doing. They might discover that you bake very good cookies or that you know how to fix cars very well. Would this help you in what you are doing? It might encourage you to do even better.

Many young women are told that they should try to be pretty. Women can be successful through good looks. People might tell you not to worry about trying to be good at various things. All you need to do is to be attractive. Is this advice task or person appraisal? Does it help you learn to do things?

We have many opinions about what women should do and what men should do. The judgments do not help us to develop our abilities and interests. What can we do to develop our abilities? We can help each other by letting people do the activities they enjoy and which they can do well, regardless of whether they seem suitable to their gender. At first it will be difficult to learn how to do this. The story about Baby X is a good example.

Make a Stereotype

Here is a list of personality traits. Read them carefully. Write M in front of the trait that applies to Males and F in front of the trait that applies to Females.

_____ Fighting	_____ Courageous
_____ Dependent	_____ Energetic
_____ Adventurous	_____ Kind
_____ Follower	_____ Shy
_____ Independent	_____ Skilled
_____ Afraid	_____ Lazy
_____ Leader	_____ Cries easily
_____ Gentle	_____ Generous
_____ Active	_____ Strong
_____ Gives in	_____ Tough

How are women limited in the development of their abilities?

How are men limited in the development of their abilities?

Find a Stereotype

Tonight, spend some time looking at one of the following:

TV--programs or commercials
Magazines
Newspapers
Catalogues--like Sears, Wards, etc.
Books or Comic Books

Find one good example of "the ideal woman" or "the ideal man." We all think we know what males are like. They are tough, courageous, and so on. We also think we know what females are like. They are gentle, afraid, cry easily. Find one example of the typical male and one example of the typical female.

Bring your examples to class tomorrow, if possible. If you cannot bring your example, write a paragraph about it. Be prepared to tell the class what your example has to say about being an "ideal man" or an "ideal woman."

An example might be a glamorous woman advertising perfume. Another example might come from a TV program in which the male hero is tough and beats all of his opponents.

X: A Fabulous Child's Story*

Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they

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*From Women in the Year 2000, edited by Maggie Tripp. New York: Arbor House. Reprinted by permission of the publisher.

couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So, Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they

bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres--i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual, where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would

be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything, except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all—Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars, a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All that they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X—you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red and white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls —just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire

football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up--or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?" Mr. Jones would say. And Ms. Jones would reply "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking. What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Ssh," sshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper. "In my opinion," he whispered--you could tell he must be very upset--"in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" sshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about--"

"Just about what? Let's have it!" shouted another parent.

"[is] just about the least mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said, "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more

trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

CHAPTER 2

PEOPLE EXPERIENCE APPRAISAL

We all want to live up to the image of the "ideal man" or the "ideal woman." We want to be liked, accepted, and praised. But, sometimes, trying to live up to an image keeps us from doing some of the things we'd really like to do. Think about your own life and the ways in which being male or female has caused you to act in certain ways. Also think about how it has caused other people to see you and treat you in certain ways.

My Personal Experience

Some examples:

Woman	Man
When I tell people that I want to be an engineer, they either laugh or they tell me that I'll be an engineer in the kitchen.	I always get sports equipment for my birthday when I'd really like books and records.
I always get stuck with the boring jobs, like doing the dishes and setting the table.	I always get stuck with the hard jobs, like shoveling the driveway.
There is so much pressure on me to be like the "popular" girls in my class, to dress and act like them. But I really like to study and to read a lot.	I used to go to the Art Museum every week but I stopped going because my friends started teasing me.

Write five true examples from your own life.

What It's Like to Be Me*

In the following readings several people describe their experiences with appraisal. See if you can identify the appraisal. Is it helpful or not helpful to the persons involved?

Kate Masterton, New York

I learned of discrimination against females early, at age 10, when I wanted to take advantage of my school district's free music-teaching program by learning to play drums. I was informed that drum-playing was a male pasttime, certainly not fitting for any little lady! Instead I was given the violin (which I angrily gave up on, two weeks later).

Now 15, I am painfully aware that I am supposedly on this earth to please males, do housework, be popular, have many dates, and finally to have children. Unfortunately, I don't fit that mold. I dress in clothes that are practical and comfortable. I refuse to be flirty or coy, or fake helplessness in order to gain the attention of a male. I refuse to be pretentious or superficial for the sake of "friendship since I realize that friendship based on superficiality is itself only superficial.

I pity these girls for their pettiness and sharp competitiveness —which is probably not their fault. But I resent the many snide remarks and superior stares which I receive from other females. For some reason it is they who feel threatened by my ideas! Males either laugh at my ideas or take them seriously.

I have always loved horses, and I work after school and on weekends at a stable. I have ridden for five years, and I plan to teach, train, ride, and raise horses professionally. My parents and my boss encourage me.

I plan to go to college to learn basic veterinary skills, animal husbandry, and stable management.

Debby Zuckerman, Colorado

I am a senior in high school and I have trouble speaking out and acting as I feel I should—I find myself saying and doing things that, deep down, contradict my basic beliefs. I would like to have the courage to ask a boy to a movie, or to go for a bike ride, because inside I know there is no reason on earth not to, but society and my upbringing make me suppress any act of this kind. (God forbid I should be aggressive!) I would like to behave like a normal human being instead of a giggling idiot when I'm around boys, but sometimes I find myself playing this game without even realizing it, until it's too late. I would like to

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pay my way on a date, but never have the nerve to speak up and tell this to the guy I'm with--I become the traditionally passive female. I find myself wanting to look pretty, to be outgoing, to be all the things that boys supposedly look for in girls, while at the same time I feel angry at society for programming such bullshit into me. My only hope is that someday soon my anger will overcome my fear and I will be able to speak and act in accordance with my beliefs, not society's rules.

Wendy Kromash, Pennsylvania

I am vice-president of the student council in my junior high school in Pennsylvania. This is a supposedly modern school district that advocates most of the new concepts in education. Although the girls' sports program is insufficient (only a field hockey and a basketball team, compared to three football, two soccer, two basketball, and two baseball teams, a track and a wrestling team for boys), and the shop and home economics classes are still segregated, we are trying.

However, a big blow came when we were discussing, at a council meeting, what to do about refreshments for an upcoming dance. Someone suggested all the girls make cookies. I asked, "What about the boys?" My adviser (both advisers are men) replied, "Yeah, if the boys want to bring in cookies, they can get their mothers to make some." Click!

Memoirs of an Ex-Prom Queen*

Alix Kates Shulman

Mid-Depression, when I turned five, my family moved to Baybury Heights, Ohio, one of Cleveland's coming brick-and-frame neighborhoods sprinkled with vacant lots and apple trees. My arms were just long enough to reach bottom branches and I quickly took to the trees. But even then, a carefree tomboy roaming free, I longed to be pretty. Every girl did.

"Climbing Sasha," my father called me as I sped through breakfast so I could race to the woods behind our house. Skinny and agile, I scaled the trunks with ease, spending my first summers in the green branches and on the moss beneath. All the kids could manage the apple trees, but only I could scramble straight up to the top of the Spy Tree, a lone slender birch, and see on a clear day all the way downtown to Cleveland's one skyscraper, the Terminal Tower. "Can you see it today?" my brother Ben would call from below. "Is it foggy or clear?" yelled up Susan McCarthy, who lived next door. And they would just have to take my word for it. I took my lunches in the treehouse with the McCarthy kids. After supper, if the boys let me, I played touch football on our quiet street or kick-the-can with everyone in the neighborhood.

Tomboy or not, I spent my indoor time dressing up in my mother's clothes and putting on lipstick and nail polish with the other girls. There was a hummingbird in the hollyhocks behind our house, the most delicate, lovely thing I had ever seen; I wanted to be like her. Even though it hurt when my mother brushed my hair each morning before school, it was worth it to have braids on which to tie pretty matching ribbons. I hoped the ribbons wouldn't get dirty as I climbed Auburn Hill to school past the boys waiting in the vacant lots to pelt us with snow or mud, depending on the season.

Once I started school I learned I would have to choose between hair ribbons and trees, and that if I chose trees I'd have to fight for them. The trees, like the hills, belonged to the boys.

Before and after school, the boys would fan out over the school grounds and take over the ball fields, the apple orchard, the skating pond, the "Mountain" for king-of-the-castle, while we stayed on the concrete playground in the shadow of the school building. There we played girls' games under the teachers' protective eyes.

"Go on to the Mountain, girls, it's a gorgeous day," Mrs. Hess would urge as we stood on the steps at recess trading cards. Or, "Why don't you play some freeze tag? You need the exercise." But we knew better. We knew that going near the ball fields or behind the backstop or near the basket hoop or in among the fruit trees or around the Mountain or near the skating pond were extremely dangerous expeditions, even if we went in a pack--for that was all boys' territory, acknowledged by everyone. Despite Mrs. Hess's prods and assurances, we knew that at any moment out there a pair or trio or more of boys might grow bored with their own game and descend on us with their bag of tricks. If a girl was spotted on their territory the boys felt perfectly free to:

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*From Alix Kates Shulman, Memoirs of an Ex-Prom Queen. Copyright © 1972 by Alix Kates Shulman. Reprinted by permission of Alfred A. Knopf, Inc.

give her a pink belly, or lock her in the shed, or not let her down from a tree, or tie her to the flagpole, or lash at her legs with reeds, or chase her to the ravine, or look up her dress, or trip her, or spit mouthfuls of water in her face, or throw mud at her, or "accidentally" knock her down, or hold a hand over her nose and mouth, or pull her hair, or pummel her with snowballs, or "wash her face" in snow, or mess her books, or tear her clothes, or scatter her trading cards, or shout obscene words at her, or throw stones at her, or splash mud on her dress, or invite her to play on false pretenses, or just hit her or spit on her or twist her arm behind her back, or not let her drink at the water fountain.

And it was not only the bullies like Mel Weeks and Bobby Barr who did such things to us. All the boys did them sooner or later, and some boy did something to some girl every day. They did it for fun. They did it to prove themselves. They did it because they hated us. If sometimes a boy got it too, it was only from another boy, never from a girl; the terror went only one way. And every boy longed, if only secretly, to be as powerful as the feared and respected bullies.

We knew better than to tell Mrs. Hess. The one time I ran crying to her with my dress ripped after Bobby Barr had pulled me out of an apple tree, she hugged and comforted me with a double message: "I know, dear, those are rough boys. Why don't you play with the girls?" There was only one thing for a girl to do: stay in the shadow. Prudently I gave up football, trees, and walking to school unaccompanied for acceptable "girls' things," until, before I was ten...I came to realize that there was only one thing worth bothering about: becoming beautiful.

Does Different Equal Less? A High School Woman Speaks Out*

Constance Williams

Being a high school woman means getting a course in synchronized swimming when you signed up for water polo.

Being a high school woman means putting on a short skirt and makeup when you go with a request to an unsuspecting principal.

Being a high school woman means you are required by law to drop out of school if you are pregnant or if you are married. Almost always it means being pressured to have a boyfriend. And almost as often it means being denied access to birth control information.

Being a high school woman means having one whole gym class devoted to a woman from a downtown department store so she can tell you how to buy a bra that fits.

Being a high school woman means being furious and having teachers, counselors, school psychologists, your parents, and your friends say, "I don't see why you are so upset."

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*Reprinted, permission School Library Journal, R.R. Bowker Company/ A Xerox Corporation.

Being a high school woman means having a guidance counselor hand you the pink vocations journal with pictures of women working as secretaries, dental hygienists, librarians, elementary school teachers, lab technicians, key punch operators, and factory workers. There's not one picture of a woman operating heavy machinery or of her being in a leadership positi... Who wouldn't rather stay home and have kids?

Being a high school woman means going to the employment service section of the guidance office and being told by the counselor that the employer wanted her to recommend a boy for the job.

Being a high school woman means noticing that all of the flutists in the orchestra are women, the trombonists men, the conductor a man, and that all of the music has been composed by men.

Being a high school woman means seeing women treated as supplementary materials in textbooks. Used in a variety of ways, our texts in nearly all fields reinforce the stereotyped image of American women and our place in society. They generally leave out most women of importance.

Being a high school woman means looking through 3,175 biographies on the West High library shelves to find that approximately 83 are about women.

Being a high school woman means walking into the library and being greeted by similar-looking women on the covers of Seventeen, Glamour, McCall's, Ladies Home Journal and American Girl. Sometimes that makes you feel bad about eating that candy bar (none of the models have pimples) and sometimes you just get mad that there is no copy of Off Our Backs on the magazine shelf.

Men: Being a Boy*

Julius Lester

As boys go, I wasn't much. I mean, I tried to be a boy and spent many childhood hours pummeling my hardly formed ego with failure at cowboys and Indians, baseball, football, lying, and sneaking out of the house. When our neighborhood gang raided a neighbor's pear tree, I was the only one who got sick from the purloined fruit. I also failed at setting fire to our garage, an art at which any five-year-old boy should be adept. I was, however, the neighborhood champion at getting beat up. "That Julius can take it, man," the boys used to say, almost in admiration, after I emerged from another battle, tears brimming in my eyes but refusing to fall.

My efforts at being a boy earned me a pair of scarred knees that are a record of a childhood spent falling from bicycles, trees, the tops of fences, and porch steps; of tripping as I ran (generally from a fight), walked, or simply tried to remain upright on windy days.

I tried to believe my parents when they told me I was a boy, but I could find no objective proof for such an assertion. Each morning

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during the summer, as I cuddled up in the quiet of a corner with a book, my mother would push me out the back door and into the yard. And throughout the day as my blood was let as if I were a patient of seventeenth-century medicine, I thought of the girls sitting in the shade of porches, playing with their dolls, toy refrigerators, and stoves.

There was the life, I thought! No constant pressure to prove oneself. No necessity always to be competing. While I humiliated myself on football and baseball fields, the girls stood on the sidelines laughing at me, because they didn't have to do anything except be girls. The rising of each sun brought me to the starting line of yet another day's Olympic decathlon, with no hope of ever winning even a bronze medal.

Through no fault of my own I reached adolescence. While the pressure to prove myself on the athletic field lessened, the overall situation got worse—because now I had to prove myself with girls. Just how I was supposed to go about doing this was beyond me, especially because, at the age of 14, I was four foot nine and weighed 78 pounds. (I think there may have been one 10-year-old girl in the neighborhood smaller than I.) Nonetheless, duty called, and with my ninth-grade gym-class jockstrap flapping between my legs, off I went.

To get a girl friend, though, a boy had to have some asset beyond the fact that he was alive. I wasn't handsome like Bill McCord, who had girls after him like a cop-killer has policemen. I wasn't ugly like Romeo Jones, but at least the girls noticed him: "That ol' ugly boy better stay 'way from me!" I was just there, like a vase your grandmother gives you at Christmas that you don't like or dislike, can't get rid of, and don't know what to do with. More than ever I wished I were a girl. Boys were the ones who had to take the initiative and all the responsibility. (I hate responsibility so much that if my heart didn't beat of itself, I would now be a dim memory.)

It was the boy who had to ask the girl for a date, a frightening enough prospect until it occurred to me that she might say no! That meant risking my ego, which was about as substantial as a toilet-paper raincoat in the African rainy season. But I had to thrust that ego forward to be judged, accepted, or rejected by some girl. It wasn't fair! Who was she to sit back like a queen with the power to create joy by her consent or destruction by her denial? It wasn't fair--but that's the way it was.

But if (God forbid!) she should say "Yes," then my problem would begin in earnest, because I was the one who said where we would go (and waited in terror for her approval of my choice). I was the one who picked her up at her house where I was inspected by her parents....

Imagining this procedure over and over was more than enough: I was a sophomore in college before I had my first date.

I wasn't a total failure in high school, though, for occasionally I would go to a party, determined to salvage my self-esteem. The parties usually took place in somebody's darkened basement. There was generally a surreptitious wine bottle or two being passed furtively among the boys,

and a record player with an insatiable appetite for Johnny Mathis records. Boys gathered on one side of the room and girls on the other....

Finally, through what surely could only have been the direct intervention of the Almighty, I would find myself on the dance floor with a girl. And none of my prior agony could compare to the thought of actually dancing. But there I was and I had to dance with her. Social custom decreed that I was supposed to lead, because I was the boy. Why? I'd wonder. Let her lead. Girls were better dancers anyway. It didn't matter. She stood there waiting for me to take charge. She wouldn't have been worse off if she'd waited for me to turn white.

Now, of course, I know that it was as difficult being a girl as it was a boy, if not more so. While I stood paralyzed at one end of a dance floor trying to find the courage to ask a girl for a dance, most of the girls waited in terror at the other, afraid that no one, not even I, would ask them. And while I resented having to ask a girl for a date, wasn't it horrible to be the one who waited for the phone to ring? And how many of those girls who laughed at me making a fool of myself on the baseball diamond would have gladly given up their places on the sidelines for mine on the field?

No, it wasn't easy for any of us, girls and boys, as we forced our beautiful, free-flowing child-selves into those narrow, constricting cubicles labeled female and male.

Out in Right Field*

Peter Candell

Throughout my entire school career, the time of day I dreaded most was gym class. Whereas other kids seemed to look forward to gym as some sort of relief from sitting at a desk and listening to a teacher, I dreaded the thought of sports.

The curse followed me throughout my entire life. In elementary school, part of the year we played baseball outdoors. The two best players (never me) were captains and they chose--one by one--players for their teams. The choosing went on and on, the better players getting picked first and me and my type last.

During the game I always played the outfield. Right field. Far right field. And there I would stand in the hot sun wishing I was anyplace else in the world. Every so often a ball looked like it was coming in my direction and I prayed to god that it wouldn't happen. If it did come, I promised god to be good for the next thirty-seven years if he let me catch it--especially if it was a flyball. The same thing occurred when it was my turn to bat. It was bad enough, but if there were any runners on base--or any outs--and it all depended on me--I knew we were lost.

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*From Unbecoming Men: A Men's Consciousness-Raising Group Writes on Oppression and Themselves. Reprinted by permission of Times Change Press.

The rest of the year in elementary school consisted of indoor gym classes, some of which were coed. The coed gym classes consisted of things like dance lessons. The teachers would teach us essential dances like the fox trot, the mambo, and the merengue. These were always a chore because it was you and your girl partner--usually matched by height--and I of course was the shortest--and matched up with the shortest girl--who towered over me anyway. Dances like the Virginia Reel and square dancing, which were a group thing, I usually enjoyed a lot. A lot, that is, until it became clear from the actions of the rest of the guys in dance class that I was the only one having a good time. After that even that type of dancing was awful.

Junior high school was equally awful. For it was in junior high that real gym classes started--gym class with lockers and smelly locker rooms and gym uniforms and showers with eight million other guys.

I hated the sight of my gym uniform. The locker room stench almost knocked me out. And during gym class I tried my best not to exert myself, so I wouldn't sweat too much, so I wouldn't have to take a shower with eight million other guys.

In junior high we still did things like play baseball. But things started to get rougher and rougher. We did things like wrestling. And gymnastics. To this day I can't climb a pole or a rope. Calisthenics were and are a bore.

High school was the same old stuff. However, in high school, sports started taking on a new dimension, because the most highly prized girls looked to the best athletes: the football and basketball players. I was out of the competition from the beginning, but that didn't make it any the less awful.

There was absolutely no relief from sports in the early part of my life, for it happened not only in school, but also at home. My older brother was a good athlete. He went to ballgames and even tried out for and made some teams. He plastered our room with hateful pictures of the Dodgers at bat. Sports consumed his entire life, and he would get home from school, change his clothes, and run out to play.

My father related to my brother completely in this way. They had a fine sports relationship, and would go off to ballgames together--or talk at the dinner table of the day's ballgames or the latest standings, which they both knew by heart. I was completely left out of this. After a while I grew resentful and wanted no part of it. Yet, every so often my father would try. He would take me out back for a while with a ball, bat, and glove, and try to make a man out of me. Patiently he would throw a ball in my direction and I swung and missed it. After he quickly grew tired of that, he would once again explain to me how to use the fielding glove he stuck on my hand and I would try my hand at catching. I soon grew tired of this--mainly because I missed so often and had to go chasing down the block after the ball. These sessions never lasted very long. Even Sundays were no relief--the television was usually on and blasting a ballgame. I grew to hate the sound of Mel Allen's voice.

CHAPTER 3

APPRAISALS IN TEXTBOOKS

The appraisals we make are often influenced by what we see and hear around us, by TV, the radio, books, magazines, and newspapers. One way to help people make fairer judgments is to make sure that the judgments in the media and in books are fair.

One area where this has been tried is in school textbooks. Since 1965, many textbook publishers have set up guidelines for their writers. Through these guidelines publishers try to make sure that all individuals are treated fairly in the textbooks you read in school.

Before 1965, many textbooks were not so careful about the kind of appraisals they made. For example, they often showed minority persons in negative, stereotyped ways. Also, they often showed men and women doing only traditionally male and female things.

Some textbooks really have improved dramatically. They include all kinds of different people doing all kinds of different things. Other textbooks have not gone so far in treating all people fairly. For example, a textbook might show pictures of different racial groups, but also show girls as always doing "girl" things.

The guidelines which follow will help you to "test" a textbook for fairness to all. They come from the guidelines established by the publishing company of Random House, Inc.

Guidelines for Fairness in Textbooks

1. Characters

   All people (both males and females of all racial and ethnic groups) should be shown as full, real, human beings with both strengths and weaknesses. Efforts should be made to avoid showing or describing people in stereotyped ways. For example:

The illustration above speaks for itself. The boy is confident in his ability to solve a problem. The girl is passive, confused, unable to answer. Under the new guidelines, both males and females should, at times, be shown to be capable of making decisions and solving problems.

All people should also be shown doing (or wanting to do) many different kinds of things, not just those things that fit their category. For example, a textbook might show pictures of white people in many different occupations. But it shows Black people only as football and baseball players. Is this a fair appraisal of Blacks?

2. History

History and science books sometimes talk only about the contributions of white people (especially men) and leave out the contributions made by minority groups and women. An example would be a book on American history which did not talk about the significant contribution made by Blacks and women. It would show Native Americans only in "war paint," fighting with the early white settlers.

3. Art

The pictures in a book make a strong impression on us. In order to be fair, the pictures in a textbook should show individuals in a variety of physical appearances, the way it is in the real world. The pictures should show people from many different racial and ethnic groups. There should be no bias in the central figure and figure(s) in the background.

4. Language

Sometimes the very language we use is unfair to one group or another. Textbooks should be careful not to use expressions that are "put-downs," like "old maid," "woman driver," etc. They also should avoid using nouns that stereotype activities as either "male" or "female." Here are some examples:

Stereotyped Nouns	Fair Nouns
stewardess	flight attendant
housewife	homemaker
policeman	police officer
chairman	chairperson
salesman	salesperson or representative

Textbooks should also be very careful to present information in a balanced way. For example:

> Mary Brown, a slim and attractive redhead, has been named managing editor at Jones Publishing Company. She replaces John Green, who served in that post for the past three years and is credited with raising company sales twenty percent.

This example focuses on the women's physical appearance (person appraisal) but on the man's accomplishments (task appraisal). A fairer treatment would be to balance the appraisal by either including information about the man's physical appearance or by including facts about the woman's professional accomplishments.

Titles also should be balanced. If a professional title is included for a man, it should be included for a woman. For example: "Governor Hugh Carey and Mrs. Ella Grasso" should be changed to "Governor Ella Grasso and Governor Hugh Carey."

Final Note

Books that were written some time ago will reflect the values of that time. Perhaps they will not meet the standards of today. The same holds true for folk stories and fairy tales. We can't judge these writings by today's standards. We can look at them, however, to see how far we really have come in trying to treat individuals fairly.

Textbook Samples

In the following section you will find some examples of both fair and biased selections from actual textbooks. Use the "Textbook Checklist" as a guide to help you analyze the materials. Not all sections of the checklist will be useful for all the textbook selections. Be sure to use it just as a guide. After you have finished checking through the materials included here, check through some of your own textbooks.

Textbook Checklist

	Male	Female
1. Count the number of times characters are shown or described:		
a. being active	____	____
b. being passive	____	____
c. receiving help	____	____
d. independent, making decisions, solving problems	____	____
e. involved in sports	____	____
f. concerned with physical appearance	____	____
2. Count the number of times adults are shown:		
a. playing with children	____	____
b. acting skillfully	____	____
c. acting emotionally	____	____

3. List the occupations you see women in:

List the occupations you see men in:

4. Ask yourself these questions:

a. Was there any difference in the total number of men and women shown?

b. Was there any difference in the kinds of things they were shown doing?

c. What do the materials you have reviewed tell you about the ways males and females are appraised in our society?

5. Analyze the language used:

   a. List any stereotyped expressions you find. Example: "The best man for the job."

   b. Is there always balance in the use of nouns and titles? List any unbalanced uses you find. Example: "The men and girls."

   c. List any stereotyped "occupation words" you find. Example: "Fireman."

6. Count the number of times a member of this group is shown in a picture or described in words:

   Afro-American _____

   Native American _____

   Asian American _____

   Mexican American _____

   White American _____

   Other _____

   How many times is a minority group member "the main character" in the story or picture?

   List the occupations you see minority group members in:

7. Ask yourself these questions:

   a. Were minority group members shown in a stereotyped way or in a realistic way?

   b. Was the minority group member's point of view discussed?

Illustrations pp. 27-29 from the 1960 edition of Building for Health by Byrd, Jones, Landis, and Morgan. Reprinted by permission of Laidlaw Brothers, a division of Doubleday & Co., Inc.

CHOOSE WISELY

WASH
and WRAP
WELL

STORE
IN REFRIGERATOR

COOK WITH
VERY LITTLE WATER

29

What Are Females Doing? What Are Males Doing?

These sentences come from textbook exercises.* Read each sentence. Is the person male or female? What is the person doing?

1. Mr. Anderson sells houses.
2. His wife is efficient.
3. Mrs. Anderson was a secretary.
4. Their son worked in a synthetic rubber plant last year.

1. An entomologist studies insects through a magnifying glass.
2. A good receptionist speaks courteously.
3. Most switchboard operators are women.
4. All lawyers have passed a difficult state bar examination.

1. a. Our family loses many combs.
   b. Marilyn combs her hair often.
2. a. The judge will award the prize.
   b. Tom was given an award.
3. a. Bob made a good catch.
   b. George will probably catch the most fish.
4. a. A helicopter pilot made the rescue.
   b. The men will rescue the stranded dog.
5. a. That new show made the headlines.
   b. Our class might show our hobbies.

1. Jim and Roger play basketball.
2. The girls tried but failed.
3. Did you pass or fail?
4. Sue baked a cake, and Jane made gingerbread.
5. It may rain, but we will be there.
6. You must start in time, or you will be late.

1. I think Ann is the best-looking girl I ever saw.
2. That jerk has borrowed my bicycle again.
3. John is twelve years old and gets good grades.
4. That spiteful sister of mine is the cause of all my woes.
5. Everyone thinks Mother is a real treasure.

1. The girls (miss, misses) their old friends from school.
2. Mother always (cry, cries) during a sad movie.
3. The color of Sue's dress (match, matches) your sweater.
4. My uncles (play, plays) in a symphony orchestra.
5. My father (mix, mixes) business with pleasure.

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*Textbook passages from the 1971 edition of Advancement with Our Language Today by Cenlin, Fillmer, Lefcourt, and Thompson. Reprinted by permission of American Book Company, Inc.

Appraisals in Comic Books

Comic books have a code to follow, too, but it is not nearly as detailed as that for textbooks. There are no guidelines for men and boys. The only guideline about how girls and women should be shown is: "Females shall be drawn realistically, without undue emphasis on any physical quality."

Some comic books, like some textbooks, are making efforts to present both males and females as capable and smart. But, for the most part, women are shown to be super-gorgeous, silly, vain, or weak, while men are shown as strong, adventuresome, and brave. Of course, comic book characters are not meant to be "real people." But comics are widely read and help to keep many questionable appraisals alive.

Read through the following selections from popular comic books. What kind of people are the male and female characters? Make a list of what they do.

1. What do females do?

2. What do males do?

JUG! WHAT DO YOU THINK OF MY CHRISTMAS PRESENTS? BETTY AND VERONICA DOLLS!
GREAT IDEA! THEY WON'T SPEND YOUR MONEY, TALK YOUR EARS OFF OR CHASE YOU AROUND!

© 1975 Archie Comic Publications

LI'L JINX
DARK THOUGHTS
IT'S SO DARK AND SCARY... I'M GLAD YOU'RE WALKING ME HOME, CHARLEY HAWSE!
AHEM... I'M HAPPY TO, LI'L JINX!
I'M NOT SCARED WHEN SOMEBODY BIG AND STRONG WALKS ME HOME---
GOOD NIGHT, LI'L JINX!
GOOD NIGHT, CHARLEY! THANKS!
I WISH I HAD SOMEBODY BIG AND STRONG TO WALK ME HOME! GULP!
END

© 1975 Close-Up, Inc.

SEE, SWEE'PEA? THERE ARE MANY JOBS IN THIS OFFICE. WE MUST SEE WHICH JOB WE ARE BEST FITTED FOR.
I AM A COMPUTER PROGRAMMER.
I AM THE OFFICE MANAGER. I ASSIGN THE WORK.
I AM A CLERK TYPIST.
I AM THE RECEPTIONIST, POPEYE. MAY I HELP YOU?

© King Features Syndicate, Inc., 1911

HI, ANNIE!
I'M RETURNING LULU'S RAG DO..
HA-HA-HA-HA! YOU LOOK FUNNY IN AN APRON!
NO FUNNIER THAN YOUR FATHER, WHO'S A PROFESSIONAL CHEF!
NO HE'S NOT! HE'S A COOK!
WHY IS THERE FLOWER ON YOUR HANDS? ARE YOU GOING TO BAKE THEM?
CHEF MEANS COOK! AND DID YOU KNOW THAT MEN ARE SOME OF THE BEST CHEFS IN THE WORLD!
OH?
HELLO IN THERE!
FLOUR
HI, TUBBY! MR. MOPPET'S GOING TO BE CHIEF OF THE WORLD!
SAY! HOW'D YOU GET SO TALL?
WITH A LITTLE HELP...
...FROM MY FRIENDS!
I WANT TO SEE THE CHIEF OF THE WORLD! LET US IN!
UGH!
HELLO, MR. MOPPET! HOPE YOU DON'T MIND... I BROUGHT TWO OF THE BOYS!
NOT AT ALL! THE LADIES ARE OUT AND I'M BAKING A CAKE!
MY POP SAYS A WOMAN'S PLACE IS IN THE HOME!
OUR CONGRESSPERSON IS A WOMAN!
THERE YOU GO! SHE'S IN THE HOUSE OF REPRESENTATIVES!
CAN YOU SEW, TOO?
SO-SO!
RREEE
SO-SO! HEEEEE!

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VERY WELL, CARLA. I WON'T ATTEMPT TO CHANGE YOUR MIND. GOOD-BYE, CARLA.
G-GOOD-BYE?
YOU EXPECT ME TO CEASE BEING WHAT I AM AND BECOME YOUR DEVOTED ADMIRER, ALWAYS ON HAND TO ASSURE YOU OF MY LOVE. THAT CANNOT BE, CARLA. I HAVE MY WORK AND IT IS IMPORTANT.
BURR, YOU'RE BEING CRUEL!
NO, SWEETHEART.. ONLY REALISTIC! IF I WERE TO CHANGE, I WOULD BE A POOR DOCTOR...AND A TERRIBLE HUSBAND!
OH, DARLING... DON'T LEAVE ME! I'LL MARRY YOU WHENEVER YOU SAY...WITH OR WITHOUT A HONEYMOON... I'M YOURS!
YES...I'M BURR'S WIFE... ON HIS TERMS...SWORN TO LOVE, HONOR AND OBEY ...AND I KNOW THAT I'LL ALWAYS COME SECOND TO HIS WORK...BUT SOMEHOW I DON'T CARE NOW... I'M ONLY GRATEFUL THAT I'M GOING TO SHARE HIS LIFE FROM THIS DAY FORWARD, IN SICKNESS AND IN HEALTH...TILL DEATH DO US PART!
THE END

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MY LOVE
13
SEPT
02479
STILL
15¢
TALES OF LOVE THAT COULD BE YOURS!
MARVEL COMICS GROUP
MY LOVE
APPROVED BY THE COMICS CODE AUTHORITY
THE ONE PROBLEM EVERY GIRL MUST FACE-- AT SOME TIME IN HER LIFE---
HOW DO I MAKE HIM LOVE ME?
I--I CAN'T BEAR IT! WHAT IF HE DOESN'T CALL?
HOW DO I FACE LIFE-- WITHOUT HIM?

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CHAPTER 4

JOBS ARE FOR QUALIFIED PEOPLE

For a long time we have held the belief that some jobs should only be done by men. We also have thought that other jobs should only be done by women. For example, men should be truck drivers and women should keep house. What do you think? Is it important that these jobs be done by a male or female? Or is it more important that they be done by persons who can do them best? Let us see if we can answer this question. We also will see what some people have to say about this in "Qualified People Speak About Their Jobs."

Occupational Requirements

Below is a list of job advertisements. Each describes the kind of skills that you need in order to do a certain job well. Read each one carefully. Then, in the space next to each job description, write an (F) if you think that females would be much better at doing this job. Write an (M) if you think that males would be much better at doing this job. If you think that both males and females could do the job, write a (B).

1. ___ WANTED: Someone who knows a lot about books. You need to know what the books are about and how to use them to find information. You also have to keep up to date on new books which are written about many different topics.

2. ___ WANTED: We need someone who is very strong and healthy and physically coordinated. You need to be willing to do a lot of physical exercise and you have to practice very hard for long periods of time.

3. ___ WANTED: We are looking for someone who is very interested in plants and animals. You need to have a good understanding of nature. You must be a careful observer so that you can keep good records of the plants and animals around you.

4. ___ WANTED: We want someone who has artistic skills and who knows how much different materials cost. You need to be a good listener so you will understand exactly what your clients want you to do for them. You also should know the kinds of surroundings that people like to be in when they work or play.

5. ___ WANTED: We need someone who is very responsible. You must be a good reader and read carefully. You will need to know about different medicines and know how to prevent getting sick or injured.

Occupational Checklist

1. Here is a list of occupations. Read it carefully. Put (F) in front of the jobs that are usually held by <u>females</u>, (M) in front of the jobs that are usually held by <u>males</u>, and (B) in front of the jobs that are usually held by <u>both</u> males and females:

_____ Dairy Farmer	_____ Horse Trainer
_____ Bookkeeper	_____ Antique Dealer
_____ Game Warden	_____ Florist
_____ Sales Clerk	_____ Secretary
_____ Nurse	_____ Beautician
_____ TV Station Manager	_____ Cashier
_____ Piano Teacher	_____ Photographer
_____ Hotel Manager	_____ Auto Mechanic
_____ Dressmaker	_____ Dentist
_____ Receptionist	_____ Cafeteria Cook
_____ School Teacher	

2. Go back to the list above and write task-based want ads for five or six of the occupations. Be sure to identify the skills and training you think are necessary to perform this job.

   Compare the skills you have identified in your want ads with the male/female checklist. Could jobs which are usually performed by men also be done by women? Could those done by women also be performed by men?

People in My Community

In our class discussions and exercises we have found that there are many jobs which people think only males can perform. There are also jobs which people think only females can perform.

A. Look around you. Look at your neighborhood and people you have met. Are there certain jobs which are always held by males? Are there certain jobs which are always held by females? Read the list of jobs below and circle either Male or Female according to what you see around you.

1.	My doctor is:	Male	Female
2.	Our school librarian is:	Male	Female
3.	The auto mechanic who fixes my family's car is:	Male	Female
4.	Nurses in my community are:	Male	Female
5.	My teacher is:	Male	Female
6.	My dentist is:	Male	Female
7.	The taxi cab drivers in my community are:	Male	Female
8.	The telephone operators are:	Male	Female
9.	The police in my community are:	Male	Female
10.	The garbage collectors are:	Male	Female
11.	The sales clerks in our stores are:	Male	Female
12.	The principal in our school is:	Male	Female

B. Now look back over your list. Think about the kinds of skills which are necessary for each job. For each job for which you circled "female," underline "male" if you think males also could perform the skills. For each job for which you circled "male," underline "female" if you think females also could perform the skills.

C. Look back over your list one more time. Of the 12 jobs above, how many did you feel that only males could perform? _____ How many did you feel that only females could perform? _____

The TV World and My World

Watch one of your favorite TV programs. Then answer the following questions in order to compare the TV world to your own. Think about what men and women do on TV and what your father, mother, brothers, and sisters do. Are the people on TV and the people you know the same?

Questions	In the TV Program	In My Family
1. Who are the main people?		
2. What do women do? What jobs do they have?		
3. What do men do? What jobs do they have?		
4. What do girls do?		
5. What do boys do?		

Qualified People Speak About Their Jobs

In these readings people hold jobs for which they are qualified. These jobs used to be closed to them because they were female or male. This is now against the law. Jobs have to be filled with the most qualified people. In this section you will find stories about a woman lawyer, a woman mechanic, a male kindergarten teacher, and others. At first it was not easy for them. People thought that they would not do very well. What were their judgments based on? Did these people change their minds later on? Let us see what happened in some of the cases.

Peggy Ostby Is a Mechanic*

When Peggy Ostby was 14, she was told by a professional psychic that she would "grow up to hold a man's job."

"That prediction didn't come back to me until after I had completed my Navy 'A' schooling and was on my way to my new job...as a mechanic," she reflected.

Peggy is one of two women in the Navy working in the SeaBee construction mechanic rating. Stationed at North Island Naval Air Station's Public Works Garage, she and 28 other mechanics work on everything from one-cylinder lawn mower engines to 85-ton crash cranes. "I'm a general all-around grease monkey. When I was growing up, I'd be under the hood of our family car every time my father worked on it, asking 'what's this, what's that?'"

After high school Peggy worked as a goldplater for an electronics firm. She had just been laid off when she spotted an Armed Forces Day display at a shopping center in her hometown of Los Angeles.

Sitting down with a recruiter, she announced that she would enlist if she could go to mechanics school.

"The recruiter smiled and said, 'You're crazy--that's hard work and a woman just wouldn't make it.' I kept insisting that it was all I was interested in, so finally I got a chance to take an aptitude test. I don't mind dirt and grease. It washes off.

"A lot of the guys thought I'd be a skate--make them do all the hard work, but now they know different," she said. "I guess it was a normal reaction, though, since I was the first woman ever to work here.

"Lifting and heavy work isn't all that hard. These days there's a tool for every job, especially the heavy work."

Peggy also enjoys painting with oils and acrylics.

She plans to learn everything she can about mechanics while in the Navy. It's something she plans to stick with after her enlistment is up because she enjoys her work.

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*Reprinted by permission from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

This Man Loves Kindergarten!*

In New Brunswick, New Jersey, a man named Richard Pappa teaches kindergarten. When he first started his job, he told his friends that he taught fifth grade. He knew that most people would find it strange for a man to be teaching kindergarten. Now, after five months on the job, he tells them the truth. It still surprises some people, even though there are over one hundred male kindergarten teachers in New York, New Jersey, and Connecticut.

Before teaching kindergarten, Pappa had taught fifth grade for several years. He became interested in teaching small children after working in a summer preschool program. Pappa says, "The way I look at it is that it takes a man and a woman to make a baby. So why shouldn't it take both to teach a small child?"

So far, the children and parents like Pappa as much as he likes them.

"None of my friends have men teachers," said five-year-old John Freer, who is in Pappa's class, "but I like them. No, I don't know why, I just like them. I like going to school and bringing home stuff for my mother and I can even tie my own shoes."

Colleen Pattee and her friends were surprised to find that Colleen had a male teacher. I didn't even know I had a boy teacher," she said, "but he lets us do nice things and tells us stories so it's pretty good."

Colleen's mother, Jean Pattee, is pleased with her daughter's teacher. Her one complaint was that for the first two weeks of school, Colleen wanted to grow a mustache just like her teacher.

"But that's over now," Mrs. Pattee said. "I know it's unusual to have a man teacher in the kindergarten, but Pappa is very natural with the children. Of course, his room isn't as neat as some of the other teachers', but that doesn't bother the kids. And all I care about is that he's a good teacher and Colleen is very happy there."

Female Trooper Calls Job "A Great Experience"**

Vince Illuzzi

If you own a Citizens Band radio and are driving through central Vermont, don't be surprised if fellow CB'ers warn you about the "honey bear" on the move in your vicinity.

The radio operators using that CB phrase probably are referring to Trooper Gloria Danforth, one of Vermont's first female state police officers, who has been assigned to the King barracks in Middlesex.

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**Reprinted from the Burlington (Vt.) Free Press, January 9, 1977. Mr. Illuzzi is a Free Press correspondent from Montpelier.

Trooper Danforth is one of the first two female officers in the Vermont State Police, and after three weeks with the "smokies" in King office she says everything has been "a great experience."

Troopers Danforth and Carol Kostelnik joined the state police last month after completing 14 weeks of training at the police academy in Pittsford. Although several women applied, only two made it through the recruitment process.

"Things have worked out great, in my opinion," the King Station commander, Lt. Richard Curtiss, said.

His comments were echoed by Cpl. Jean Lessard, who has been a shift supervisor while the new trooper has been on duty.

"She's been up there on the pike (interstate) freezing with the rest of us," Lessard commented. He said Ms. Danforth has handled "competently" all the problems she has faced.

Curtiss said both Trooper Danforth and Trooper Charles Brooks, who joined the King force at the same time, show that the training academy is turning out well-qualified state troopers.

Curtiss, who has been with the force for 31 years, said he was "naturally curious" to see how the female trooper would work out.

"I can't say I had any doubts," the commander said, "and I'm glad to have her serve in my troop."

The federal government last year urged the state to make an effort to recruit females for law enforcement positions to ensure that Vermont was providing equal employment opportunity.

There should be a female trooper in each office, Curtiss said, since they at the very least are handy when dealing with female lawbreakers.

"I didn't know Vermont had any," is a comment Ms. Danforth regularly hears when working with the public.

"Most people are either surprised or curious spectators," she said.

When she walked into a restaurant recently with two other troopers, she commented, three elderly women "abruptly stopped, stared, and pointed at me."

Ms. Danforth said women have been slightly critical of her new job. "The general comment I hear from women is 'I wouldn't want your job.'"

"It appears as though women have been more critical of my role than have been men," she said. The females appear to feel at liberty to comment, Ms. Danforth noted.

Saying she has already issued her share of traffic tickets, Trooper Danforth said she has experienced no unusual reactions from persons she has stopped.

"It's actually worse if there is a male trooper accompanying me," she said.

Lessard said the other troopers in the office seem to feel comfortable working with her. "No one was opposed to having her stationed here," the shift supervisor said, "although 99 per cent weren't too enthusiastic either."

The troopers weren't sure what to expect, Lessard said, but the general conclusion seems to be that women officers can do a good job.

Mathematician*

Marian Boykan Pour-El

As a woman mathematician—a mathematical logician—my existence apparently refutes a commonly held conviction. It is generally believed that a woman is not logical, but acts on the basis of intuition alone.

Why am I in this field? Because I like it. This was not considered sufficient reason for a woman to enter the mathematical field when I received my education. At that time a woman's goal was to marry and raise a family. She went to college primarily to meet her future husband and to obtain an education so that she could raise her family intelligently. Desire for financial security and status through marriage were additional considerations. To sum it up, it was quite clear that she conceived of her role in life as secondary to her husband's, her status achieved as a reflection of his status, her success dependent on his success and that of her children, particularly her male children. I know this because I went to a girls' high school and an all-girl college, where this was discussed many times. Although I did not emphasize it, I did not agree with this point of view. Nevertheless, I still had many good friends throughout my high school and college life. In fact, I acted as bridesmaid at their weddings.

This point of view, so prevalent during the fifties and early sixties, was reinforced when I went from an all-female environment to an all-male environment when I enrolled in Harvard University Graduate School. I recall very vividly my first day in class: three seats in front of me, three seats in back of me, and two seats on either side were left vacant. I was a complete pariah in that social setting. The reason was quite simple. The men were positively unable to interact with me. They were accustomed to dating girls and talking to them about sweet things and even speaking to them about more intellectual subjects such as politics, history, and sociology. But to converse about a purely masculine subject such as physics or mathematics as one equal to another was something they had not previously experienced.

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*Reprinted from Marian Boykan Pour-El, "Mathematician," in Women and Success, Ruth B. Kundsin, ed. Copyright © 1973 by the New York Academy of Sciences. New York: William Morrow & Co.

The faculty members also were surprised at the presence of a woman in their midst, in spite of the fact that they had awarded me a fellowship. They had assumed, before I arrived, that I was some sort of misfit, a woman who was substituting mathematics for the normal womanly attributes leading to marriage and family rearing.

My first colloquium at Harvard University was a memorable event. The tea, which preceded the actual lecture, was held in the library and was a rather formal affair. As I entered, all eyes sank lower into the teacups in a great effort not to seem to notice me. Needless to say, no one talked to me at all. At the end of the tea the chairman flipped the light switch up and down as a signal for the colloquium to begin. As he did so he turned to me and said, with a twinkle in his eye, "Your presence is noted here."

It was not long before normal interactions between myself and my fellow students developed. We used to spend long hours at the graduate dining-hall table discussing a variety of topics, including mathematics. Every once in a while, someone would say, "Let's not study tonight, let's go to a movie," or "Let's go to a concert." I wanted the privilege, which all the men had, of making the same suggestions without seeming to ask for a date. So I insisted that I be allowed to pay my own way at all times. This was, of course, against the gallant habits of the men there, but they finally got the point, and many jokes were made as they laughingly tried to overrule me. This interaction also brought mutual respect for each other's mathematical abilities, which had no basis in sex. In a sense I was 'one of the boys' as far as mathematics was concerned. Yet they never forgot that I was a woman.

In the normal course of events, I married a biochemist and we had a child. We were still students, both studying for our Ph.D. degrees. Needless to say, our finances were extremely limited. I did all my own housework, my own cooking, and even my own washing. Oh yes, every once in a while I would lug my clothes to the local laundromat and have them done there. There was no dishwasher or washing machine.

My thesis was finished when our daughter was at the awkward age of two and a half, in 1958. My first position was that of assistant professor at a large State University. Thus I was initiated into the mathematical community and took part in its activities: research, teaching, and going to meetings. At my first few meetings I experienced the same phenomenon I had experienced with the men students at Harvard University. The men were unable to interact with me mathematically because they had no social practice in doing it. Gradually, after they noticed that I had research results that were of interest to them, they became interested in what I was doing as a colleague, and the fact that I was a woman played essentially no role in the relations between us.

Today I am completely assimilated in the mathematical community. My presence as a woman, although noticed, virtually plays no role in the professional relations between myself and my colleagues.

In the normal course of my mathematical life I have been invited by my colleagues to lecture at various institutions and at various international congresses. I have always been treated with the traditional respect.

There is the talk, then the dinner, and afterwards, the party that goes with it. This party is usually given by the host and is organized by his wife. There has never been any friction or any estrangement in these situations, so far as I can remember.

This article may be conceived of as a mere summary. It touches only briefly upon my educational experiences and the scholarly interactions in my professional life. In particular, no attempt has been made here to discuss the problem of rearing a child, playing the role of wife, and interacting in the community--P.T.A. and so on. More generally, no analysis has been given of the careful investigations and deliberations that led me to the conclusion that the triple roles of mother, wife, and professional could be carried out successfully in a society alien to these ideas.

Women in Washington*

Elizabeth Shannon

Patricia Roberts Harris,** one of Washington's leading lawyers, sat in her Watergate office high over the Potomac River, and reminisced about the days when a black woman found it nearly impossible to make a living practicing law.

"I had always been interested in a career in the law, but all the black women lawyers I knew worked for their husbands. So when I was graduated from Howard University (summa cum laude), I went to the University of Chicago and got a master's degree in political science. I wanted to go on and get a Ph.D., but I was told that the only place I could use it then was teaching in a black university and I didn't want to do that."

Ten years later, her lawyer-husband persuaded her to enter law school. "I told him, 'Oh, I'm getting older,' but he pointed out quite logically that I would be getting older whether or not I was in law school, so I went." She smiled at the recollection.

A fellow-student at George Washington University Law School was Mel Garbow, who practices law now with another famous Washington firm. He remembers Pat Harris as "the sparkling brilliance of our class; she was also very tough-minded." Although women in law schools were still something of a rarity then, Garbow doesn't remember Harris either as a woman or a black, simply as one of the smartest students in school."

In 1960, Pat Harris was graduated at the top of her class, and she has been opening doors for herself, for women, and for blacks ever since: professor and law school dean (Howard University), U.S. ambassador to Luxembourg, and leading Washington lawyer (she is a partner in the prestigious firm of Fried, Frank, Harris, Shriver, and Kampelman).

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**This article was written before Ms. Harris joined the Carter administration as Secretary of Housing and Urban Development.

Pat Harris always made A's in school, even when she was a little girl growing up in Mattoon, Illinois. "I read all the time. When I was ten, I had read all the books in the children's section of the local library, so my mother went to the librarian to ask if I could have an adult card which would entitle me to take books out of the adult section. They gave me the card, and was I proud!"

The family moved to Chicago where Ms. Harris attended Englewood High School. She was a bookish girl who liked to read Tolstoy more than go on dates, although she was active in YWCA and church activities. Her family always assumed that she would succeed. "It was never questioned," she says.

Still, even when Pat Harris was graduated from law school, the big law firms weren't hiring women, and certainly not black women. "I joined the Justice Department. There were women there; my boss was a woman, Beatrice Rosenberg. I learned from her."

After a stint with Justice, Ms. Harris joined the faculty of Howard University and became the first woman dean of its law school. "I loved teaching when there was still mutual respect between student and teacher. The students assumed that the teacher knew her subject matter and wanted to teach it. Nowadays, students want to be loved by their teachers, and some of the mutual respect is gone."

What advice would she give to a girl wanting to enter law school today? "The first thing I would ask her is: 'Why be a lawyer? What about engineering, science, math?' Law is a career fad now; one-third of last year's law school enrollment was women, and yet only 10% of last year's Ph.D.'s were earned by women.

"But if one does plan a career in the law, the best advice I can give is to be prepared to work very hard. Law school is sheer drudgery and not romantic at all. But the best opportunities are for the top students. And it's not romantic to be a lawyer, either! There's a lot of drudgery in that, too," she laughed, pointing to the stacks of manila folders piled high around her desk. "I'll have to spend days and days pouring over those for every hour I spend in court."

Ms. Harris is very much in favor of bringing what she calls "high-risk" black students into law school (students with potential but with poor academic records). "We have excluded blacks in the past simply because they were black. As a result, the legal profession has very few blacks. We need to remedy that situation, and therefore we must take high risk students in law school. That seems to me to be a valid goal. I would not, however, allow a black person to be graduated who is lower than the lowest white in the class."

Pat Harris ran for her first political office this month, as National Democratic Committeewoman from the District of Columbia, and, predictably, she won. "I don't like the 'circus' of political campaigns," she asserts. "I don't think people are well informed about serious political issues, and I blame this partly on the fact that the press does not do enough serious analysis of real issues but reports too often on the trivial aspect of a campaign.

"But I think I could be useful in government," she conceded, and so she put up with the "circus" in order to win her election.

There are still doors closed in our country to women and to blacks. Who will be the first woman president of General Motors? The first black President? Pat Harris and the women who follow her example of hard work and professional excellence will be standing in line as the doors swing open.

Unbought and Unbossed*

Shirley Chisholm

There are 435 members of the House of Representatives and 417 are white males. Ten of the others are women and nine are black.** I belong to both of these minorities, which makes it add up right. That makes me a celebrity, a kind of side show attraction. I was the first American citizen to be elected to Congress in spite of the double drawbacks of being female and having skin darkened by melanin.

When you put it that way, it sounds like a foolish reason for fame. In a just and free society it would be foolish. That I am a national figure because I was the first person in 192 years to be at once a congressman, black, and a woman proves, I would think, that our society is not yet either just or free.

Sometimes the media make me feel like a monkey in a cage. As soon as I was elected, the newspapers and networks started to besiege me. The first question was almost always, "How does it feel?" Naturally, it feels good. I am proud and honored that the people of my district believed in me enough to choose me to represent them. My Twelfth Congressional District of Brooklyn is mostly composed of poor neighborhoods with all the problems of poverty in an aggravated form: slum housing, high unemployment, too few medical services, high crime rate, neglected schools--the whole list. About 69 percent of my people are black and Puerto Rican. The rest are Jewish, Polish, Ukranian, and Italian. Speaking for them at this moment in history is a great responsibility, because they have been unrepresented and ignored for so long and their needs are so many and so urgent.

But I hope if I am remembered it will finally be for what I have done, not for what I happen to be. And I hope that my having made it, the hard way, can be some kind of inspiration, particularly to women. The number of women in politics has never been large, but now it is getting even smaller.

Women are a majority of the population, but they are treated like a minority group. The prejudice against them is so widespread that, paradoxically, most persons do not yet realize it exists. Indeed, most women do not realize it. They even accept being paid less for doing the same work as a man. They are as quick as any male to condemn a woman

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**Figures for 1970.

who ventures outside the limits of the role men have assigned to females: that of toy and drudge.

Of my two "handicaps," being female put many more obstacles in my path than being black. Sometimes I have trouble, myself, believing that I made it this far against the odds. No one, not even my father, whose hopes for me were extravagant, would ever have dared to predict it.

CHAPTER 5

WOMEN AND WORK

What is it like for women who have jobs? What kinds of jobs do they have? What are their salaries? Do women really need to work outside the home? These are some of the questions we will discuss in this section. For a long time people thought that women should only work in the home. But look around you. See what your mother does. See what the mothers of your friends do. Do all of them work only in the home? Let us see what you think about these questions. Let us find out what the actual situation is for women and work.

Opinionnaire

Directions: Read each item. Show whether you agree with the statement by checking the correct column.

Agree	Disagree		
____	_____	1.	A woman's place is in the home.
____	_____	2.	Women are not serious about work. They work only for extra "pin money."
____	_____	3.	Women are absent from work more than men because of illness. Therefore, they cost the company more.
____	_____	4.	Women don't work as many years as men. Therefore, their training is costly and wasted.
____	_____	5.	When women work, they deprive men of job opportunities. Therefore, women should quit those jobs they now hold.
____	_____	6.	Women should stick to "women's jobs" and should not compete for "men's jobs."
____	_____	7.	Women don't want responsibility on the job.
____	_____	8.	Children of working mothers are more likely to become juvenile delinquents than children of mothers who stay at home.
____	_____	9.	Men don't like to work for women bosses.
____	_____	10.	Housewives are the happiest women.
____	_____	11.	Education is wasted on women.
____	_____	12.	Women get married, then quit work.
____	_____	13.	Women get worse jobs than men because they have less education and experience.
____	_____	14.	New laws made the opportunities in the job market very fair to women.
____	_____	15.	Unemployment rates for women (now and in the past) have pretty much equalled those for men.

Women Have Always Worked*

Women have always worked. Before the United States became an industrial society, work for wages was rare for both men and women. Most of the population lived on farms and grew or produced those things essential for their lives. Work on the farm was shared by most members of the family. Even children helped in the care of animals and in growing crops. The wife's place was not only in the home but also in the fields. She participated in planting and harvesting crops. She grew all the vegetables her family needed for the entire year. She worked in the yard and barns taking care of and raising animals. When she was in the home, her activities included canning food, spinning yarn, weaving textiles. The manufacture of goods in these early times was mainly in the hands of women.

The man's place was not only in the fields but also in the home. He planted and harvested crops and raised animals. He participated in weaving textiles, tanning leather, and manufacturing goods at home. Farming was a shared activity. In fact, in early New England, women who were heads of families received the same portion of land for farming as did men. At first even unmarried women were given a small portion of land.

Women who were not farmers worked at many different kinds of jobs. Many taverns were run by women. The Boston town records show that many licenses to operate taverns were issued to women in the seventeenth century. For example, the record of 1669 states "Widdow Snow and Widdow Upshaw were 'approved of to sell beere and wine for the yeare ensuinge and keep houses of public entertainment.'" Women were employed and even headed "industrial" establishments. They ran mills, distilleries, even sawmills. The 1644 Plymouth records state that "Mistress Jenny, upon the presentment against her, promiseth to amend the grinding at the mill, and to keep morters cleane, and baggs of corne from spoyleing and loosening." At Masons settlement "eight Danes and twenty-two women" were employed in sawing lumber and making potash. Many printers in the eighteenth century were women. They set type and operated the presses. Women published several colonial newspapers, printed books, and pamphlets.

Various industrial occupations were carried out at home. Women made and sold preserves and wines. The most important home industry was the manufacture of textiles. This included carding cotton and wool, spinning, weaving, making lace, and knitting. Sewing and tailoring were common occupations. These products were exchanged for other goods the person or family needed or they were sold.

During the colonial period people insisted that women work. Work was considered a virtue for all and idleness a sin. Puritan ministers and court orders warned people against the danger of idle living. For example, the Salem town records of 1643 state "It is ordered that Margarett Page shall [be sent] to Boston Goale as a lazy, idle, loytering person where she may be sett to work for her liveinge." In 1645 and 1646 several people were paid "for Margarett Page to keep her at work." The records

*Excerpts from early records were obtained from Edith Abbott, Women in Industry. New York: D. Appleton, 1913.

of other towns contain similar cases of individuals, including women, being reprimanded for idleness.

How did this situation change? How did we come to believe that a woman's place should be in the home? Why do we think that work in the home is not really work? There are several reasons for this change. The most important ones are industrialization and a change in beliefs.

This country changed from an agrarian to an industrial society. Manufacture of goods moved from the home to the factory. At first women were employed equally with men. Their salaries were also reasonably good. As our population grew and people settled in cities for jobs, men were preferred over women. Women got the worst jobs and salaries. They became a source of cheap surplus labor. Women worked in sweat shops under unhealthy conditions and for very low wages or they did piecework at home. In this "home-work" system the entire family had to work just to make enough to survive. The following poem summarizes the plight of working women and urges women to unite to form a union.

Mill Mother's Lament*

Ella May Wiggins

We leave our home in the morning,
We kiss our children good-bye,
While we slave for the bosses,
Our children scream and cry.

And when we draw our money,
Our grocery bills to pay,
Not a cent to spend for clothing,
Not a cent to lay away.

And on that very evening
Our little son will say:
"I need some shoes, mother,
And so does sister May."

How it grieves the heart of a mother,
You every one must know;
But we can't buy for our children,
Our wages are too low.

It is for our little children,
That seem to us so dear,
But for us, nor them, dear workers,
The bosses do not care.

But understand, all workers,
Our union they do fear,
Let's stand together, workers,
And have a union here.

*Reprinted by permission of The Nation magazine.

As this country became more affluent, people started to adopt the values of the wealthy class. This class held the belief that women of high station should not work. Nonwork was a sign of their high status and wealth. Many working class people started to believe this also. They accepted these values, especially after their own working conditions and salaries improved. They could afford to look down on women's work. Women's work became devalued. Whatever women did was looked at as unimportant and unnecessary. Housework especially was considered as no work at all.

Lucy Warner, a working woman, did not like this idea one bit. Her essay of 1891 questions this belief. She asserts that a woman's work deserves as much recognition and dignity as a man's.

Why Do People Look Down on Working Girls?*

Lucy A. Warner

Why do people look down on Working Girls? This is the question that we girls ask each other over and over again. It is not a hard question, but it has never yet been answered to our satisfaction.

Is it because we lack natural ability? . . . Go into the places where we work and see the delicate and difficult work that we are doing--work that requires the help of eye and hand and brain, and, when you have gone the rounds, if you should give us your candid opinion, would not that opinion be that working girls are not deficient in natural ability?

Is it because we lack education? That we do lack education, we admit. We have the brains. Give us the time and opportunity to use them. We are hungering and thirsting for knowledge. . . .

Is it because we lack virtue? Are working girls, as a class, virtuous? Years ago, a man who knew whereof he affirmed, wrote: "Not even the famed Hebrew maiden as she stood on the giddy turret, more sacredly guarded her honor than does many a half-starved sewing woman in the streets of New York." . . . It is true, there are exceptions, but has not the immoral working girl her rivals among a class of women who should be her teachers in all pure and noble living?

Is it because we work? What an absurd idea! People "look down" on us because we work? Why, the lawyer and the doctor and the clergyman and the professor and the merchant all work, and work hard, too, and every one looks <u>up</u> to them. "Of course," says a bright, young lady, "we expect men to work and support their families, but ladies do not work." Don't they? We have lady artists and musicians, lady doctors, lawyers and lecturers, trained nurses and teachers. If it isn't <u>work</u> that they are doing, what is it? "But," says the same young lady, "have you never discovered that there is a difference between brain work and manual labor?" Yes, we have discovered it, to our sorrow. The teacher considers herself superior to the sewing girl, and the sewing girl thinks

*From <u>Far and Near</u>, 1, January 1891.

herself above the mill girl, and the mill girl thinks the girl who does general housework a little beneath her, and Miss Flora McFlimsy, "who toils not, neither does she spin," thinks herself superior to them all. Is one kind of work more honorable than another? . . .

My friend, have you ever considered that "brain work" enters into every department of manual labor? An intelligent girl will do better work anywhere than an ignorant one. Isn't it a work of art to make a dress? It is just as necessary that a cook should mix her bread with "brains" as it is that an artist should mix her colors with the same materials.

Dear sister workers, we who work in shop and store and factory, and in countless homes all over the United States, if it is because we work that people look down on us, then let us pray that the Lord will change their opinion, and go quietly about our business, for, among the "nobility of labor" there is an illustrious company, at whose head stands the Carpenter of Nazareth, by Whom labor was forever glorified.

Hi, typewriter.
TAP! TAP! TAP!
How ya doin', Doll-face?
TAP! TAP! TAP!
Ms. Joan Caucus
Birth Date:
July 21, 1935
OKAY, READY?
TAP! TAP! TAP! TAP!
READY.
"A. HAVE YOU SUBMITTED YOUR LAW BOARD SCORES?"
A. Yes. Mailed under separate cover.
"B. ARE YOU A MALE OR FEMALE APPLICANT?"
TAP! TAP! TAP!
B. Female.
"C. IF YOUR ANSWER IS 'FEMALE' WHY SHOULD WE TAKE A CHANCE ON YOU AND TRAIN YOU TO BE A LAWYER WHEN YOU'LL PROBABLY JUST QUIT AND GET MARRIED ANYWAY?"
TAP! TAP! TAP!
AARRGGH!
OKAY, LET'S SKIP THAT ONE FOR NOW...

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B.U. LAW SCHOOL? WELL, OPEN IT UP!
WHY? WHAT'S THE POINT? I ALREADY KNOW WHAT IT SAYS..
GIVE IT HERE, KIDDO
IT'S A REJECTION. I'M QUITE SURE OF THAT. I'VE NEVER BEEN MORE SURE OF ANYTHING IN MY LIFE.
IT'S BECAUSE I'M A WOMAN— THAT'S WHY, YOU KNOW ABSOLUTELY. IT'S BECAUSE I'M A MIDDLE-AGED WOMAN, AND NO LAW SCHOOL IS GOING TO BELIEVE IN ME. I KNOW IT.
"DEAR SIR..."
I KNEW IT!

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CHAPTER 6

VEHICLES FOR CHANGE: THE LAWS

We all know that one of the most effective ways to change society is to change the laws. However, laws are not always easy to change. Often people have to work for many years to get an unfair law changed.

Women have been struggling for fair treatment under the law for as long as history has been recorded. The following is a very brief summary of some of the legal changes women have fought for.

215 B.C.	Roman women organized and fought against laws which limited the amount of gold they could own and forbade them to ride in carriages except on festival days. They won their demands.
1848	The first national convention of the Women's Movement was held at Seneca Falls, New York. Demands were made for equal treatment in education, trade, and property rights. The demands included the right to free speech and the right to vote. These demands were not met.
1872	Susan B. Anthony was fined $100 and threatened with a three-year jail sentence for leading a group of women to vote in the 1872 election.
1920	Following a fifty-year struggle, the Nineteenth Amendment was passed. This amendment gave women the right to vote.
1923	Alice Paul of the National Women's Party wrote and submitted the Equal Rights Amendment to Congress. It read: "Equality of rights shall not be denied and abridged by the United States or by any State on account of sex." This amendment did not pass Congress.
1963	The Equal Pay Act states that all workers are entitled to equal salaries and benefits regardless of race, religion, national origin, or sex.
1964	Title VII of the Civil Rights Act of 1964 outlaws discrimination in jobs on the basis of race, religion, national origin, or sex.
1972	Title IX of the Higher Education Act forbids discrimination on the basis of sex in any school program that receives federal money. This law covers admissions, athletic programs, course materials, and school organizations.

1972 The Equal Rights Amendment (ERA), first proposed in 1923, was passed by Congress. However, it will not go into effect unless 38 states ratify it by June, 1982.

Laws Are Changed by People

One main function of any government is to pass laws and to enforce these laws. But the actions of individuals and groups are required to change laws and to see that they are enforced. We have seen how the efforts of Dr. Martin Luther King and his supporters changed the United States laws for Black people.

Many people have worked and continue to work for fair laws for women. One important law is Title IX of the Higher Education Act.

Title IX*

Title IX became law in 1972. Sex discrimination in the public schools is now illegal. According to Title IX, students cannot be excluded from any school program or activity because of their sex. This means that girls must be given equal opportunity to participate in sports, shop, and any other activity in which boys participate. Boys must be given a chance to take any subjects, like cooking or sewing, that girls usually take.

How did Title IX become a law? Like all federal laws, it was passed by the United States Congress. However, actions by individuals and groups outside of Congress were required to spur its passage. In the following example, testimony given by three students in the court of Brooklyn about discrimination in their schools is presented. The students' efforts contributed to the passage of Title IX.**

> Laura Edelhart (1971). Laura Edelhart told the court that she attended a junior high school in Brooklyn, New York. She wanted to take a metal-working course, but she was not allowed to do so. She made "a dozen calls at least" to the Board of Education but "never got through to anyone." Finally, they told her to go back to the school with her problem. When she spoke to her principal, he told her that they had "too many boys in the school to be able to allow the girls to take metal work and mechanics."
>
> Gigi Gordon (1971). Gigi Gordon was a ninth grader at a Brooklyn junior high school where "They have sewing and cooking available to the ninth graders. That is only for girls, and for the boys, they have metal work and printing, and I think they also have ceramics."
>
> Gigi wanted to take printing, but she was assigned to sewing instead. When she spoke to the teacher who was in

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*For more information about Title IX, contact your regional Department of Health, Education, and Welfare, Office for Civil Rights.

**Testimony reprinted from Report on Sex Bias in the Public Schools, 3rd ed. New York: National Organization for Women, 1973.

charge of the shops, he told her that "the shops were all filled up with boys" and that "he didn't think [she] could get in because of the boys." When she went to the assistant principal, he just told her to "ask the shop teachers if they wanted girls in their classes."

Julie Nives (1971). Julie Nives was a ninth grader in a junior high school where the boys' and girls' gym classes didn't seem to be equal. Here is a description of the gym classes, in Julie's own words.

Girls' Gym: "At the beginning, the first marking period, we did volleyball, and after that, after the marking period was over, we continued doing that. So me and some friends complained because we were supposed to have a new curriculum each marking period. And they said, 'O.K., we will try to do something,' and they did. Finally they got us records which had exercises on them, but the exercises were not working out very well because they were only to slim your waistline and help you walk down the street, well, things like that. So after a while it wasn't really working out well. So then we complained again, you know, we should have something a little more, you know, better, because nobody was getting prepared--you have to wear gym suits--and so they had not done anything about it and we refused to get dressed. That day we went down, we were looking around for some guy--our assistant principal--to complain to, and he wasn't there. And the dean sent us back into gym, and since then we have not been doing anything."

Boys' Gym: "The boys do exercises. They play basketball. They can go out when it is warm, which the girls are not allowed to do. They play handball and baseball. They have certain teams after school for just baseball, basketball, track teams, which the girls do not have."

When Julie and her friends asked their teachers if they could have basketball in gym, this is the reaction they got (again, in Julie's own words): "We asked for basketball. They said there wasn't enough equipment. The boys prefer to have it first. Then we will have what is left over. We haven't really gotten anywhere."

These three experiences with sex discrimination happened in 1971, before Title IX was passed. However, just because Title IX is now a law does not mean that all the problems of sex discrimination in schools have been solved. It is still up to individual students to make sure that their schools are being fair.

Watch the newspapers for articles about people who are trying to make sure that their schools are following the Title IX rules. Here is a selection from a newspaper article about a girl who wants to play soccer in a school where there is no girls' soccer team.

Rebel Soccer Still Her Goal*

Don Fillion

Marla Pecor is a 14-year-old freshman at South Burlington High School. She is 5'3" and weighs 99 pounds. She wants a chance to try out for the South Burlington High boys' soccer team. She has been denied that chance.

Phil McKenzie, South Burlington athletic director, decided after a meeting Tuesday with Marla's parents, a doctor, a nurse, assistant principal Lawrence Lecour, and others that for the time being Marla would not be granted a chance to try out for the boys' team.

The decision is based on the belief that soccer is a contact sport, although Title IX, which allows for equal opportunity for girls to play sports, does not clearly define soccer as a contact sport.

Marla said, "I just want to try out for the boys' soccer team. If there was a girls' team, I would prefer to play with it, but there isn't. I have three brothers who have played soccer and I've played with them. I feel I can play and I don't consider soccer a contact sport. I know there are other girls in South Burlington who would like to play soccer."

The Equal Rights Amendment

Another important law that many people are still working for is the Equal Rights Amendment (ERA). It is designed to protect women, men, and children from discrimination. The ERA would ensure that sex would not be a factor in the legal rights and treatment of women and men. Each person, under the law, would be judged on the basis of individual behavior, ability, performance, or need. People would not be judged on the basis of whether they are male or female.

The ERA passed the United States Congress in 1972. An amendment also has to be ratified by three-fourths of the states (38 states) within seven years.** If the ERA is ratified, it will become the 27th Amendment to the United States Constitution.

How will the ERA help in treating men and women on the basis of individual behavior?

1. Employment

Under the ERA employment of men and women would be based on individual needs and abilities. In the past laws were passed to protect women from lifting heavy weights. On the average women are not as strong as men. However, there are some women who are a lot stronger than many men.

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*Reprinted from the Burlington (Vt.) Free Press, September 8, 1978.
**In October 1978 the deadline for ratification was extended to June 1982.

There are also men who are weaker than many women. The laws discriminate against these people. They are based on who the persons are rather than on their abilities. The laws also keep women out of many well-paying jobs because of the excuse that women are not strong enough.

2. Credit

Many banks discriminate against women in giving them loans and credit. They believe that women are less reliable, that they will quit work and not repay their debts. This judgment also is based on who the person is rather than on what the person is doing. It is not based on the fact that most women are dependable workers and work for many years.

3. Education

Title IX outlaws discrimination in education. This Act has many exceptions and loopholes. Enforcement of the Act is also a major problem. ERA would strengthen equal opportunity laws like Title IX. It would assure that education would be based on people's abilities and needs rather than on whether they are male or female.

4. Criminal Laws

Many states have laws which penalize women more for the same crime than men. Some laws penalize men more than women for other crimes. These laws are again based on the gender of the person. According to ERA, the same penalty should be given for the same crime. The penalty would not be based on whether the offender was a male or a female.

5. Social Security

Many social security benefits are not equal for all men and women. Right now, homemakers get no benefits except as dependents.

6. Property Laws

Inheritance laws are not equal. Right now, whenever an estate is more than $120,000, a widow must prove that she has contributed money to the purchase or improvement of an estate. Otherwise she has to pay large estate taxes. If the wife dies first, the husband doesn't have to pay one penny of inheritance tax.

These are only some of the ways that the ERA would help to assure equal treatment of women and men.

Again the efforts of individual persons and of groups helped to pass ERA in Congress. An example is Mrs. Sellers's testimony to the United States Congress in 1970.*

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*Mrs. Sellers's testimony reprinted from America's Working Women, edited by Rosalyn Baxandall, Linda Gordon, and Susan Reverby. New York: Random House, 1976.

MRS. SELLERS. Thank you, sir.

I am Georgianna Sellers of Clarksville, Ind., speaking on behalf of the Indiana and Kentucky unit of the League for American Working Women, known as LAWW.

I am acting chairman of this organization. LAWW is a new organization. Its basic purpose is to work for and achieve equality of rights for women. While our organization is not confined to working women, most of our members are employed as factory workers.

The members of our organization wholeheartedly support the Equal Rights Amendment—and for many reasons. It would eliminate injustices to women in employment, educational opportunities, and other areas.

Since our major efforts have been directed toward achieving equality for women in employment, one of our strongest reasons for supporting the Equal Rights Amendment is that it would nullify all state restrictive laws that limit women as to what work they can do, how long they can work, and what they can lift.

It is an insult to women that such laws or rules are referred to as "protective" when their sole function is to exclude women from the higher-paying jobs.

The experience of the women employees at the plant where I am employed demonstrates the urgent need for the Equal Rights Amendment.

Most of us working women are employed in factories on high-speed production lines. Some of us--including myself—are working for the Colgate-Palmolive Co., which has arbitrarily refused to concede that there is a Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of sex.

The union supposedly representing the employees at this plant fails to see why it should recognize the minority group--women—and has made contracts since the advent of Title VII of the Civil Rights Act of 1964 that were just as discriminatory as were the previous contracts.

The women working for Colgate were denied the right to work on the better-paying jobs to which their seniority entitled them, simply because they were women and the jobs might occasionally require the lifting of over 35 pounds.

As a matter of fact, some women employees on the low-paying jobs lifted as much as 17 tons per day while men employees thumped buttons on automatic machinery. While Indiana has no so-called "protective" laws prohibiting women employees from lifting 35 pounds, the mere existence of such laws in other states was used as a phony excuse for this discrimination.

"Oh, no," our employer would say, "you are a woman. You can't do this job. You have to lift 35 pounds. Let George do it."

We were kept off of higher-paying, easier jobs for years because the company wanted to "protect" us. I say it did not protect, but exploited

women. Used their hard labor for low pay, just as employers treated the Negroes for years. Keep them under foot, not on top.

Indicentally, the record that we sent to the Seventh Circuit Court of Appeals weighed 38.6 pounds. We did not have a man to carry it for us....

The officials of Local 15, International Chemical Workers Union--our union--tell us that we should not fight for our rights because we are a minority. There are about 1,100 men employees and only 145 women employees at this plant. We need the Equal Rights Amendment to eliminate restrictive laws and practices and to give us quicker and surer relief against both employers and unions.

The male representatives of the AFL-CIO who have appeared before the committee and argued that women should not be given their equality should not be heard--they have no right to claim they represent working women.

(Applause.)

There is not one single woman in the AFL-CIO executive council. Even the predominantly women's unions are governed and controlled by men. It is insulting for these males to use state restrictive laws as a gimmick for exploiting us by claiming they are protecting us. These males running the labor unions are merely trying to monopolize better jobs for themselves....

American working women have learned the lesson that the black people have learned. There is no such thing as separate but equal. We do not want separate little unequal, unfair laws and separate little unequal, low-paid jobs. We want full equality....

There is no one more aware of the power of woman than women--especially working women.

FIRE FIGHTER: Fighting City Hall*

Val Carlson

Years of struggle to get women hired as fire fighters in Seattle have culminated in a headlong confrontation between one undaunted woman recruit and the Seattle Fire Department.

At issue is whether or not women are going to break into non-traditional trades, not only in the Fire Department but in other city departments as well.

On May 20, 1976, Lori Lakshas, 23, 5' 10" tall, 165 pounds, and a highly trained athlete, was told she was not physically capable of being a fire fighter and was abruptly terminated. She immediately filed a sex discrimination complaint with Seattle's Office of Women's Rights and initiated a termination appeal through her union, Seattle Fire Fighters Union Local No. 27.

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*From Collegiate Women's Career Magazine, Equal Opportunity Publications, Inc., Centerport, N.Y., Fall 1976.

Six women, Lori Lakshas, Debbie Hanson, Beverly Raine, June Frabbiele, Barbara Beers, and LaDonn Usitalo, the first females ever hired by the Seattle Fire Department, entered fire fighter recruit school on March 17, 1976. During the first two months of training five resigned, several of them under threat of termination.

"Fire Department officials made up their minds from the outset that no women were going to make it through that training program," Ms. Lakshas charged. "We have all been under tremendous pressure to believe that we are incapable of being fire fighters and that the best thing to do was resign quietly. I was doing well, and I was unjustly terminated. I intend to fight it all the way."

A University of Washington graduate in Urban Planning, Lakshas served as women's swim team captain at the University in 1974 and 1975 and placed 4th in the state in discus competition in 1973. She has worked as a swimming instructor, life guard, and skiing instructor. Of the 1800 fire fighter applicants who took the civil service entrance exam last year, she ranked 35th before veterans preference points (10%) were added to the scores of 196 of the men. "If they aren't going to take me, who <u>are</u> they going to take?" Lakshas asks.

In a letter to the Civil Service Commission, Fire Chief Hanson stated that Ms. Lakshas was terminated for "inability to perform basic ladder and hose evolutions," and because she "was physically incapable of performing some of the fire fighter tasks."

Lakshas is not waging her battle alone. Her determined stand has sparked support both locally and nationally.

Gloria Steinem, visiting Seattle on May 25, issued the following statement: "How can women and only women fail to have the strength required for training—when both men and women passed a strength test before their training began? The suspicion of unfair and unequal treatment would be strong enough even without charges of harassment, and Lori Lakshas has experienced that form of social discrimination as well. I support and admire her courage in forcing this issue to investigation and to a public test."

Lori has also won the support of her union. This is no small accomplishment since the union recently opposed selective certification, the affirmative action procedure through which the women were hired. However, the men have now seen the women perform, and they have heard Lori present her case to them. They know that in supporting her they are also working for their own best interests.

For over a year the six women battled through an incredible series of obstacles and challenges to the entry of women into the Fire Department. 127 women had originally applied. Only six made it all the way through.

Written examinations, oral interviews, and grueling physical fitness tests were just the beginning. The veterans preference points put all the women below the top 25% of the eligibility register. Right down to the night before recruit school started the women were fighting

medical appeals and court battles and trying to lose weight to meet "women's" weight standards set by the Pension Board. Once in recruit school the six women found that practically all the men had previous fire fighter experience either in other localities, through the three-year, on-the-job training program for minority men in Seattle, or in the military.

One by one the women left recruit school. Ms. Hanson, who resigned the second day, stated, "It is an extremely difficult class, and we were already defeated mentally even from the start--the damage had already been done." She added that when she first took the test she felt fully capable; it was the time lag and mental battles that wore her down.

Beverly Raine, who quit after four days, [gave] similar reasons. "At a hearing on March 1, we were told that we wouldn't be in the first recruit school. I just wasn't mentally and physically prepared. I really feel that it can be done if you are properly prepared.

After a week in recruit school June Frabbiele resigned. She said that she would have kept trying had the department not given her a resign-or-be-terminated ultimatum. "To me resigning is giving up," she said. "But I didn't--I had no choice. I might have been able to learn how to use my weight to do the job, but I'll never know."

Barbara Beers completed two weeks before resigning. "I just wasn't good as some of the men, although some were having the same problems I was. But if I had not quit, I think they may have decided to terminate me," she said.

LaDonn Usitalo resigned a month later on April 27, after having missed a week of class due to a respiratory infection coupled with a wrist injury. "For those reasons I was not able to meet the objectives. They were going to terminate me so I decided to resign. I want to go back for the next class. If I didn't want the job I wouldn't have stuck around this long."

At least half of the men were unable to meet objectives at various times during training due to illness or injury. None of them were threatened with termination, but rather were assured that they would be able to catch up.

Constant threat of termination was something only the woman in the class faced, Ms. Lakshas charges in her discrimination suit. "Men who fainted and vomited during drills, recurrently sprained their ankles, cut themselves with chain saws, developed such disabilities as bursitis in the knees and back problems, and failed to meet daily objectives were not told that they were incapable of being fire fighters," Lakshas said. "However, any initial difficulties any of the women had were magnified out of proportion by the higher echelons in the department and cited as proof that we weren't going to be able to make it."

"Throughout the nation there are hundreds of volunteer women fire fighters," Lakshas added. "No one ever questions women's capabilities unless we are competing for the well-paid positions."

Most of the women who resigned had expressed eagerness to enter the next recruiting class, then scheduled to begin in July, 1976.

On May 26, at a press conference called by the Feminist Coordinating Council, Lori Lakshas responded that she was very sorry that the five other women fire fighter recruits did not see fit to join her in fighting to stay in the Fire Department, but that she understood why they had responded as they did. "Discrimination takes various forms," Lakshas said. "Often it is subtle and hard to see, and in many instances it takes a long time for its victims to recognize it, understand it, and learn how to stand up and fight it, especially when intense psychological pressures are involved."

"It is a rather new phenomenon for women to learn to stick together in fighting discrimination. I have the highest respect for the eight Electrical Trades Trainees at Seattle City Light who were able to do that over the course of fifteen months. And, I am confident that if the six of us had been together in the Fire Department for a year or so, we, too, would have been able to make a united stand."

Creating an Equal Society

Let us assume that everyone obeys Title IX and the Equal Rights Amendment is ratified. What will our society be like? Will this mean that everyone will have to be alike in every way? Will this mean that women and men will have to be equally strong and have equal abilities? The answer is no. We certainly are not equal. Some of us are tall; others are short. Some of us are good at writing; others are good at math. In fact, if you look around you, you will find that no two things in nature are alike. As an exercise, you might compare the leaves of a tree on your school yard. You will find that no two leaves are the same, even though they came from the same tree. This is also true of people. No two persons are exactly alike.

Our laws do not say that we have to be alike. They say that we have to be given an equal opportunity. This means that people will be given an equal chance at a job according to their interests and abilities. It means that students will be given an equal chance to learn the things they want to learn. This will not depend on whether they are male or female. If a boy wants to take up cooking, he can take home economics. If a girl wants to become a truck driver, she can learn how to do this. Companies have to employ the female truck driver or the male cook on the basis of their qualifications, on how well they perform their work.

Imagine that our society has learned to make task appraisals. It has learned to train young people and to employ people on the basis of their abilities and interests. What will our society be like? Here are some questions for you to consider and discuss with your class:

Employment

Who will be the doctors, the truck drivers, the lawyers, the executives, the mechanics, the engineers?

Who will be the nurses, the custodians, the sales clerks, the teachers, the secretaries?

Education

Who will take math, language arts, science, shop, home economics?

Politics

Who will be the President of the United States, the Senators, the Representatives to Congress?

Other Aspects of Our Society

How would other aspects of our society change, if true equal opportunity became a reality?

CHAPTER 7

FUTURE ROLES

We have looked at employment in America and how it is changing. We have found that many women are employed and that they work for many years. Many women want a chance to have jobs that were reserved for men, like firefighting, driving trucks, etc. Men are also going into areas that our society reserved for women, such as nursing, kindergarten teaching, etc.

Our laws have changed too. Education and employment on the basis of gender is illegal. It is illegal for schools to educate girls and boys in areas that are thought suitable for girls and boys. Education must allow students to pursue their interests and abilities, regardless of whether these "fit" the students' gender. It is illegal for employers to hire men for "men's jobs" and women for "women's jobs." Employers must hire people on the basis of qualifications and abilities rather than gender.

We have found that many women with families are employed. In nearly one-half of all American couples, both husband and wife work. There are also many single-parent families. These are often headed by women who support the family. How do people take care of work on the job and work at home? People have answered this question in many different ways. Here are some ways:

1. The husband works at a job to support the family. The wife stays at home, does the housework, and takes care of the children. In the past we thought that these were the proper roles for men and women.

2. Both the wife and husband are employed outside the home. Often the wife also does most of the housework and child care after she comes home from work. Many husbands and wives also share in taking care of the work at home.

3. The wife works at a job to support the family. The man stays at home, does the housework and takes care of the children. For example, the man might be a writer or architect and prefer to do his work at home and to do the necessary housework.

4. There are many single-parent families. These consist of the mother and her children or the father and his children. Here the parent has both to support the family and do the housework. Children in these families help a great deal with the housework. Children also contribute to housework in the other types of families.

There are many different patterns in how families arrange their home lives and work roles. In the past we thought that men should hold paying jobs and women should stay at home, do the housework and rear children. This is not the way things really are. Many people do both. Our laws also allow us to break out of these traditional categories. They allow us to develop our interests and abilities, regardless of whether they fit these categories. Many choices are open to us. What decisions will we make? What will our future roles be?

My Future Career

Here is a list of careers that are open to many people. There are many more careers that are not included in the list. Check the career that you want to pursue. If your choice is not on the list, write it down at the end of the list. Write down your reasons for your choice.

Careers	My Reasons
Engineer	_____
Teacher	_____
Pilot	_____
Police Officer	_____
Mechanic	_____
Artist	_____
Nurse	_____
Scientist	_____
Doctor	_____
Salesperson	_____
Hairdresser	_____
Politician	_____
Secretary	_____
Lawyer	_____
Farmer	_____
Electrician	_____
Accountant	_____
Writer	_____
Architect	_____
Plumber	_____
Telephone Operator	_____
Other	_____

Household Task Analysis

1. List all the tasks that need to be done in the home.
2. List the skills, training, or talent required to perform them.
3. Can the tasks be done by a male, female, both? Write an M for male, F for female, B for both.
4. How many household tasks can be done by both males and females?

Household Tasks	Skills Required	Who Can Do the Task?
Cooking		
Shopping		

A Typical Day

Many people have a fairly good idea about what the future might hold for them. Imagine yourself fifteen years from now. How old will you be? Imagine a typical day in your life. Describe all the things you will do on this average day, from the time you get up until the time you go to bed. Use the space below for your description. Be specific and exact.

Stories About Work and Home Roles

How do people combine work and home roles? In the following readings we find that people have answered this question in different ways. In one family the husband becomes the homemaker and the wife earns money to support the family. In another case the wife takes the baby to work with her. In the last reading some women decide to be full-time homemakers. Today we have many choices. The decisions we make about work and home roles are up to us.

A Baby in the House of Representatives*

Jane Lynch

Susan Catania . . . isn't that the legislator who keeps her baby in a desk drawer? The one who nurses her kid on the floor of the general assembly? "Not quite," laughs Representative Catania, the Illinois State legislator, who is head of her state's Commission on the Status of Women, and chairwoman of a committee on probation and parole.

"I did bring Amy to work with me every day while I was breast-feeding her," she explains. "Springfield is a three-and-a-half hour drive from our home in Chicago, and a baby can go only so long between feedings!"

Suzy, 10; Rachel, 8; Sara, 6; and Melissa, 4—the other Catania daughters—stayed in Chicago where they are cared for by grandparents, two housekeepers, and their father, Tony, an assistant manager for the statistical actuarial department of Kemper Insurance.

How did Representative Catania manage? When the House chamber was remodeled last year, a women's rest room was put in for the first time, only a door away from the action. "I never nursed Amy on the House floor, I'd take her into the ladies' room. There's a speaker in the ceiling, so I never had to miss a word. If anything came up that I had to vote on, I could just step out the door and vote with a hand signal. And if I wanted to speak I could get back to my desk quickly enough."

Her desk was easy to spot—it was draped with a tea towel reading "Woman's place is in the House," little jars of strained baby food sitting next to the bills she has sponsored. These include a bill prohibiting sex discrimination in granting credit, a bill to make Susan B. Anthony's birthday a national holiday, and a bill to broaden the jurisdiction of the Fair Employment Practices Commission.

Catania reclaimed the old blue car bed which had been handy when her other girls were babies. "When I first took Amy down to Springfield she only filled up half the space in the car bed, and I discovered that the remainder was the perfect size for legal folders."

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The legroom under a vacant desk next to Catania's provided a dim, quiet cubbyhole for the infant. "I had the speaker to that desk shut off and slid Amy's bed underneath it," she says. "Acoustics in the General Assembly are good, and there never was an uncomfortably high noise level. Amy was perfectly content.

"I guess the car bed did resemble a box, though. When I sponsored a series of bills on school-bus safety last spring, one Chicago senator said I was obviously more concerned with the safety of other people's children than my own, because I kept mine in a box on the floor.

"Sometimes I'd forget to put Amy down before standing up to speak. She'd be slung on my left hip and I'd have my microphone in my right hand and some of the House members felt this was disruptive because it lacked decorum. There was also some resentment about the news coverage I had received: one of the legislators said I'd only had Amy as a publicity stunt."

But most legislators adapted quickly. "It was a good learning experience for me, too—I hadn't thought of men as fatherly as readily as I'd thought of women as motherly, yet I never had any problem finding someone to hold or cuddle Amy. I didn't have to find anyone, in fact. Someone always wanted to hold her and help care for her."

Mail poured in from all over the country, half of it supporting her decision to bring her child to the House, half of it criticizing her. "One letter writer said that when I discovered I was pregnant I should have taken a job 'out of the limelight' as a waitress! Swell—I could carry a tray in one hand and the baby in the other until I got fired."

Catania describes the atmosphere in the General Assembly as far from totally formal. "There is always a lot of conversation, eating, and newspaper-reading during sessions, so having a small child or two on the floor is hardly disruptive. Recently a few of the men started bringing their very young children. It's very encouraging."

Asked whether there have been temper tantrums on the floor of the House of Representatives yet, Catania replies, "Only from legislators."

How Working Wives Cope *

Jill Newman

Mention today's working housewife—and two images come to mind. One is of a harried Hausfrau who leaves for work each morning, the beds unmade, the babies howling, a safety pin dangling from her blouse, and one week's collection of dishes piled up in the sink. The other is of the Superorganized, Supereconomical, Superofficious Efficiency Expert who so adroitly juggles home, family, and job that she can put in eight hours a day at the office, yet still arrive home to a spotless kitchen, hot meal

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on the table and a fresh gardenia in her hair. Which one is the real working woman? According to a national survey we recently made, it is neither.

Based on answers to a questionnaire sent out to one hundred women from varying social and economic backgrounds--the majority of whom had two to three school-age children--the Woman's Day survey revealed that an entirely different kind of working mother is emerging: Neither Total Woman nor Frenetic Feminist, she is rather a middle-of-the-road American who has realigned her priorities, and with a little assistance from her kids and husband, has learned to accomplish more by taking on less. Here are some of the questions we asked her about what she is doing--and what she is doing without. How do your habits compare?

How much housework are you doing now, compared to before you began work?

Less than half as much: 28% of the respondents
Half as much: 23%
Three quarters as much: 22%
Just as much: 11%

When work piles up, some chores are bound to get lost in the shuffle, and today's working women are not always reluctant to see them go. Some, like Ann Moll, a textile broker and mother of three from Merrick, N.Y., take a practical tack: "I've come to terms with reality," says Ann. "I can't commute, work a full day, and be a full-time housekeeper too." Others, like Nona Ferdan, a psychologist with two children from Weston, Mass., enjoy a more liberated approach. "When I was first married," says Nona, "I was obsessive about housework. I scrubbed and waxed the kitchen twice a week--the crazy housewife syndrome. Now I no longer care." Still others, like Michaela Grudin, an English professor from Berkeley, Calif., have revised their priorities. A job is challenging, says Michaela, "because it forces women to depend on something besides an immaculate house for their security. Order and cleanliness are nice, but we shouldn't give our lives to them."

What chores do you never do?

Picking up the children's rooms: 98%
Spring cleaning: 69%
Ironing: 34%
Making the beds daily: 34%
Dry cleaning: 20%

Wives who work outside the home have discovered that one way to deal with burdensome tasks is by not doing them at all. With the advent of permanent press, for instance, wrinkling woes appear to be a thing of the past, and one working mother from Eugene, Ore., boasts she doesn't even own an iron anymore. Housewives too, are skimping on bedmaking as well as hospital corners, and spring cleaning has become almost as erratic as the seasons themselves. As Dianne Ball, a public relations executive with three children from Atlanta, Ga., exclaims: "We get out of the house and enjoy the glorious weather instead."

What jobs do you still do?

Grocery shopping: 96%
Laundry: 84%
Bedmaking: 77%
Disciplining the children: 70%
Heavy kitchen cleaning: 68%
Meal planning: 67%
Heavy bathroom cleaning: 67%
Heavy cleaning of "public" areas: 66%
Cleaning up after meals: 65%
Dishwashing: 64%
Preparing the meals: 60%
Cooking: 56%

The woman of the family still takes responsibility for doing the major part of household work. Besides such time-honored tasks as cooking and cleaning, more than one-third of the women polled have added formerly "male" chores like emptying the garbage, home repairs, and lawn mowing. As one writer from Ramsey, N.J., points out: "The demands of home management these days reach far beyond the traditional chores. Women have to be fairly good at family finances, home and auto repairs, and work in the yard as the needs arise."

Does your husband help more?

Cooking: Yes. 36%
Cleaning: Yes. 28%
Dishwashing: Yes. 28%
Laundry: Yes. 23%
Bedmaking: Yes. 22%
Ironing: Yes. 7%

With their wives increasingly burdened in the outside world, many of today's husbands appear more willing to lend a hand at home. Alice Jane Hendley, a home economist and mother of three from Albuquerque, N.M., for instance, maintains that although her spouse "commutes 110 miles a day to his job," he is not only good at helping with the kids but "supportive of my continued education."

Not only are husbands venturing more and more into such formerly "female" domains as washing the clothes and changing the diapers, but in many households it is considered perfectly natural. As Marjan Wazeka, a librarian with one daughter from Eugene, Ore., puts it: "Both my husband and I were astonished at the underlying assumption that home and family care are necessarily the woman's responsibility. We do it as a group of three, and make an (almost) fun time of it."

Do your children help more?

Bedmaking: Yes - 47%
Cleaning: Yes - 42%
Cooking: Yes - 36%
Dishwashing: Yes - 33%
Laundry: Yes - 27%
Ironing: Yes - 18%

The kids, too, are increasingly called upon to contribute. Adolescent duties like walking the dog and mowing the lawn are no longer enough, and in households where both parents hold full-time jobs, the offspring are expected to do their share. As Sue Viders, a teacher from Denver, Colo., with five children puts it: "Most housewives do not delegate enough work to other members of the family. A leader must give jobs to everyone—they live there too."

The Kitchen Sink Papers*

Mike McGrady

I had it made.

At the age of forty I had been married for sixteen years to a woman of intelligence and beauty. The three children seemed to be growing up straight. My job—writing a newspaper column—brought prestige and a measure of artistic satisfaction. I had a home in a quiet suburb, a new swimming pool, two cars, and the rest of it.

I was a happy man who had been rewarded by life, one of those rare individuals who feels good driving toward work in the morning, good again driving toward home in the evening.

Then one day, late in 1973, with all my affairs in order, I quit my job and became a housewife. I don't know the exact moment when I decided to quit—but one reason was certainly that I had done the job long enough. Time was a key issue. After a dozen years I had done it as well and as poorly as I was apt to do it in the future. And it seems that I had an offer, an intriguing job offer from my wife.

Actually the offer was not new, but it had remained general in nature. Never once did we sit down and work out the specifics; at no time did we consider all the ramifications that a trade of roles would involve. The agreement was simplicity itself. I would do what she had been doing. She would do what I had been doing.

Like many women who came of age in the 1950's and 1960's, my wife, Corinne, had been charting a course toward liberation ever since our third child was out of diapers.

Sensing that her freedom was connected somehow to her ability to produce, she had tried a number of projects on her own and finally had begun designing plastic furnishings—plastic because it was readily available and because it could be bent into any of a thousand shapes with equipment no more elaborate than a simple hot wire. Gradually the business, which had started in the basement of our home, grew. When she rented an office above a candy store on the main street of town to house Corinne McGrady Designs, it was no small thing. As another woman once explained to me, "Corinne is an inspiration to us all; she's the first woman to move up from the basement to an office—it's our goal."

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*Excerpt from The Kitchen Sink Papers by Mike McGrady. Copyright © 1975 by Mike McGrady. Used by permission of Doubleday & Co., Inc.

The year that I decided to become a housewife, Corinne's income finally had risen to $10,000. From time to time in the past she had suggested it—why didn't I stay home and take care of the children? I would threaten to accept; she would threaten to accept my acceptance; I would warn her that I just might accept her acceptance of my acceptance.

There were aspects of her life that provoked unqualified envy on my part. All that free time. I would say: "But if I became a housewife, you'd have to devote full time to your business. You'd have to go to the office every day and work eight hours . . . and of course I'd need an allowance. I'd have to buy all the food. . . ." At last she said, "How does a hundred a week strike you?"

"I wish we could talk seriously about this," I said.

"Who's not being serious?" she said.

And so it happened.

The First Day. Corinne is feeling the press of time passing, and I'm impressed only by the vast space of time that lies directly ahead of me. Seconds, minutes, hours—an entire day of freedom. No obligations. No responsibilities. There is an undeniable feeling of luxury—mingled with just a trace of compassion—as I drop Corinne off at her office.

"Don't forget Siobhan," she says. Siobhan is our thirteen-year-old daughter.

"Siobhan what?"

"Her appointment with the orthodontist," she says. "You remember, she told you to pick her up at school at eleven o'clock."

"Oh." I had forgotten.

Okay, the orthodontist—how long could that take? Time to do the shopping and the cooking. Time left over for some things I haven't done in far too long. The library, a nice long game of pool, a few friendly belts at the Pier Three.

But first things first. The orthodontist. Since this is a man to whom I will be sending money every month for the next three years, it is not an appointment I am inclined to miss. He has not been awaiting our arrival with bated breath—a half hour passes before he recognizes Siobhan's arrival and another half hour goes by before he escorts her into his office. . . .

As I drive Siobhan back to school, I am again aware of time escaping. My intention was to make the first dinner something truly memorable. But now my feeling is that I don't want to take any unnecessary risks; I will try something I've done before. A rib roast. Never mind that this will bust my budget the very first night; the important thing is that dinner get made, and the other important thing is that it not be too unimpressive.

As I get to the supermarket, I sense a small problem with the money. The problem is this: Corinne has forgotten to give it to me. Well, okay, I have not yet forgotten how to write a check of my own.

The first thing I notice in the supermarket is that something has happened to the prices. The roast beef in particular has undergone some kind of an elevation and now comes to eleven dollars for a piece of meat that will barely withstand a five-way division. I throw in some potatoes, carrots, onions, bread and milk, and a twenty-dollar bill does not cover the tab.

How long has this been going on? I am feeling a kinship to Rip Van Winkle as I settle back into the car and remember that I have gotten nothing for dessert. I had originally planned on a chocolate mousse, but there will be no time for that. What I do, instead, is stop at the bakery and spring for eclairs stuffed with whipped cream. Forty cents each. Forty cents each! I can't get over what has happened to food prices.

The food is rushed home, put in the refrigerator. By this time—and it is past two—I am scrambling, trying to salvage a few hours from a day that is shrinking at an alarming rate. I had planned to pass at least a half day in the library, a leisurely hour or two at the magazine rack before moving on to a tour of the stacks. The moment I walk into the library, I do feel for the first time, a sense of some of the rewards awaiting me in this new life.

"Your card is out of date," the librarian says when I hand it to her.

"Oh?"

"Three years out of date," she says. She gives me the special look she reserves for Philistines, then types out my new library card, the one that will surely wear out from the use I intend to give it. Ten minutes later, books under my arm, I stop for another brand-new luxury, a friendly belt with the boys at the Pier Three.

Well, the Pier is not the same place in the afternoon. Possibly because the boys are all working.

"What time is it?" I ask Linda, the barmaid.

"Four-thirty," she says.

"Fine, you can pour me another," I say. "Hey, Linda, how long does it take to cook a roast beef?"

"What kind of roast?"

"A rib roast."

"Oh, yeah, that's about twenty minutes a pound, for medium."

Twenty minutes a pound. For medium. Okay, then, it is an eight-pound roast. Let me see. That means it will take 160 minutes. That breaks down to . . . oh . . . two hours and forty minutes. Two hours and forty minutes! One of my resolutions was to have dinner ready at six o'clock every night. If I leave the Pier at this moment, I will be home at five and dinner should be ready at . . . oh . . . eight o'clock. I go for the phone.

"Hello," Siobhan says.

"Hello, darling," I say. "How would you like to do Daddy a little favor?"

"It depends," she says.

"It depends on what, darling?"

"It depends on what you mean by little."

"Oh, it's nothing," I say. "Just go to the refrigerator and take the roast beef and put it in the oven at 350 degrees."

"That's a big favor," she says. "I'm not even sure I can remember all that."

I am talking to an "A" student who has just celebrated her thirteenth birthday. She has one of the most well organized minds it has ever been my pleasure to observe, and one day she will be a first-rate lawyer; I am trying to imagine the difficulty she will have performing this simple task.

"I'll pay you a quarter," I say.

"One quarter?"

"No, sweetheart," I say. "Two quarters. But for two quarters you also have to have the potatoes and carrots and onions peeled by the time I get home."

"I hate to peel onions," she says. "They make me cry."

"Okay," I say. "Just the potatoes and carrots then."

The deal has been made. Still I hurry the drink and make my way home as rapidly as possible. When I pick up the hearty smell of beef roasting in the kitchen, I begin to feel better. But not much better because my daughter greets me with a message: "Mommy says don't forget to pick her up after work."

It's back to the car, back to town and Corinne's office, back again on the road. Finally, putting the car away for the night, I notice that the total mileage for the day is more than one hundred, more than it would have been had I taken the thirty-mile drive to the office and back.

I'm finally relaxed. The potatoes and carrots have been peeled and are ready to be potted in the oven beside the beef. I slip Siobhan two quarters.

"Well, you seem to have everything under control," Corinne says.

"Nothing to it."

"How did your day go?"

"Just fine," I say. "I did some shopping—I can't get over how much prices have risen."

"Is that a hint?" she says. "Well, I've already made out your check—it's in my purse."

"Oh, I don't know that we have to start right out. . . ."

"A deal's a deal," she says.

The check is for a hundred dollars. It is an unpracticed exchange, accomplished awkwardly. I don't know which of us has more difficulty, which of us is more embarrassed. I guess Corinne handles her side of the exchange more smoothly than I do . . . .

Dinner is late but satisfactory. There is nothing to criticize about the roast beef—it is deep brown on the outside, pink on the inside, tender and succulent. The potatoes seem a trifle on the hard side, but as I demonstrate for three skeptical children, they can be rendered edible by mashing them into the beef drippings. There is no salad, no green vegetable, but the eclairs offer some compensation.

So, during this first day, I have cooked the first of many dinners; I have received my first allowance check; I have driven one hundred and eight miles, and I haven't had more than a few minutes to myself. And at the end of the day I have a book to read. By ten o'clock the dishes are done and everyone is in bed and I open up the book. I read two paragraphs before my eyes become heavy and I feel myself slipping off to sleep.

One down—how many to go?

Women as Homemakers*

Some women have chosen to give up their careers to become full-time homemakers. Linda Dannenberg has interviewed several women. She finds that they are very satisfied with their roles as homemakers. One woman states: "At first I was afraid I wouldn't be myself any more after my baby was born and I gave up my job. I worried that sometime would be taken away from my being my own person. But I discovered that being a mother was a dimension that added to me, not one that took away."

Betsy Ferry had worked as an editor. She discovered that mothering was far more involved and meaningful than she expected. She says: "In the beginning I missed my other adults. But now I've made new friends, other mothers at home, and things are better. I want to be with my son and watch him develop and grow."

Margi, a friend of Betsy's, had taught high school for five years. She found it a relief to stop working: "When I worked, things like laundry, shopping, and cleaning still had to be squeezed in. Now, of course, I can do it during the day, so my nights and weekends are free.... I found being home with my daughter very rewarding and enjoyable and I decided to stay."

Evelyn Stock finds that she has time for things she could not do before: "We can play tennis during the day, have long leisurely lunches and build real friendships with other women.... We can do all these things and still take care of a family."

Homemaking has added new dimensions to the lives of these women. Betsy is now taking piano lessons. Margi enjoys gardening and working in stained glass. They are finding new satisfying outlets for their lives. Most of these women agree that: "Everybody achieves fulfillment in a different way.... Whatever her choice is, a woman should not feel she's copping out.... It's all wrong to make a woman feel guilty if she wants to leave the house and her children and take a job; but it's equally wrong to make a woman feel she has to justify staying home."

What can we conclude? We can see that people are made up of multiple categories. We enjoy and want to do different things at different times. The questions of family and work roles have to be decided by us as individuals. Other people need to understand and recognize our decisions. We hope you will give this understanding to yourself and the men and women you know. Remember, being satisfied with the role you choose is important for a happy rewarding life.

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*Based on Linda Dannenberg's article, "Back-to-Home Movement?" in Family Circle, May 1976, by permission of the publisher.

..AND NOW, HERE'S NICHOLE, WIBBY'S ALTERNATE LIFE STYLIST!
GOOD MORNING, AND HAVE I GOT A TIP FOR YOU WOMEN WHO RUN A HOUSEHOLD! IT'S CALLED "TRADE-A-MAID," AND HERE'S HOW IT WORKS!
HOUSEWIFE A AND HER BEST FRIEND, HOUSEWIFE B, SPEND WEEKDAYS CLEANING EACH OTHER'S HOME. THEIR RESPECTIVE HUSBANDS PAY FOR THEIR SERVICES, JUST AS THEY WOULD FOR THOSE OF A FIRST-CLASS MAID..
SEVERAL BENEFITS ACCRUE. FIRST, THE HUSBANDS GAIN A SENSE OF THE REAL VALUE OF HOUSEHOLD WORK, AND THEIR WIVES GAIN THE SATISFACTION OF CONTRIBUTING TO THE FAMILY INCOME!

SECONDLY, AND JUST AS IMPORTANTLY, BOTH WOMEN BECOME ELIGIBLE FOR SOCIAL SECURITY BENEFITS. LASTLY, THEIR CLEANING EQUIPMENT CAN BE DEDUCTED ON THEIR TAX RETURNS. BACK TO YOU, MARK.
WHY.. WHY.. THAT'S THE MOST AMAZING SYSTEM I'VE EVER HEARD OF, NICHOLE!
THANK YOU, MARK.
IT'S ILLEGAL, THOUGH, RIGHT?
NOT YET.

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COMPETENCE IS FOR EVERYONE

Upper Level Teacher's Edition
Unit 3: Male and Female

Martha Whalen Kent, Anne M. Woolfson,
and Dale Kent

University of Vermont

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

This curriculum is an outgrowth of approximately six years of research and several additional years of discussion and thought. Although there were a number of obstacles, as there usually are with a long-term project, the efforts of a number of people need to be especially acknowledged for having made this work possible.

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M. W. Kent
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AN OVERVIEW OF THE PROGRAM

In his autobiography,* Malcolm X recounts an incident from his youth that shaped the course of his life substantially. Malcolm was a top student in school. One day one of his teachers asked him what career he planned to pursue. Malcoln replied that he wanted to be a lawyer. The teacher was surprised and advised Malcolm that this was not a realistic goal for a Black person. Carpentry would be much more suitable.

Consider another example. Nancy always liked to solve mathematical problems. Her parents, although poor, encouraged and supported her in her efforts to become a mathematician. After years of study and substantial financial investment, Nancy obtained a doctorate in mathematics, graduating with high distinction. When she went to her first job interview, the interviewer asked her if she were really serious about mathematics. The interviewer thought that women were not really serious about their work.

On what basis did the teacher and the interviewer make their judgments about Malcolm X and Nancy? Were they based on the quality of the performance of these individuals or were they based on non-performance criteria? Clearly the judgments were based on non-performance criteria. They were based on attributes of these individuals--on being Black or female--and on stereotypes associated with these two attributes, such as not being serious enough. Ability and performance were not taken into account.

What were the consequences for Malcolm X and Nancy? Discouraged over his job prospects, Malcolm X dropped out of school at the age of fourteen. Nancy obtained employment as a semi-skilled laboratory assistant.

The purpose of these materials is to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The social categories into which individuals are placed are strongly associated with what they will or will not learn and what skills they use or will be allowed to use. To articulate these constraints and go beyond them, the materials focus on three areas that function to maintain inequalities. These are:

- The process of making judgments or appraisals.
- Practices of social institutions in the areas of employment, education, and the mass media.
- Legal practices and historical antecedents.

Historically, many individuals have been treated on the basis of <u>who</u> they are rather than on the basis of <u>what</u> they can do. This process of inappropriate <u>person-based</u> appraisal and treatment has created

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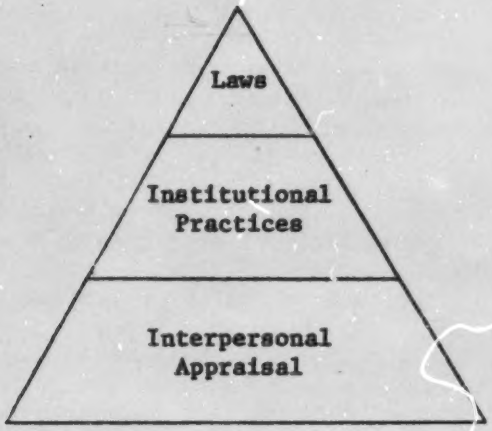
*Malcolm X with Alex Haley, <u>The Autobiography of Malcolm X</u>. New York: Grove Press, 1965.

inequalities which are expressed in interpersonal interactions, the practices of social institutions, and legal practices.

These kinds of inequalities can be illustrated visually in the form of a pyramid:



1. Unobtrusive interpersonal appraisals form the base or foundation of this pyramid. Like most foundations, it is the most solid and least visible layer of this structure. It is solid and entrenched because we are least aware of what is going on, what sort of appraisals we are making or receiving, and what the effects of these are on us and on others.

2. Practices of our major institutions constitute a second and more obvious layer of this structure. In the past, discriminatory employment practices and restricted admissions quotas have been clearly stated and articulated in policy statements by these institutions. Their effects are markedly visible in the absence of women and minorities from certain occupations and institutions of advanced training and in their concentration in low-level jobs.

3. The apex of this pyramid is comprised of the legal practices and principles that establish legal guidelines to which we as a society have committed ourselves. These reflect a history of restrictive legislation based not on the actions of individuals but on their group membership. They also reflect a recent history of legislative changes that have increasingly prohibited discriminatory practices. At each level of the pyramid individuals are judged and treated on the basis of who they are rather than on their actions.

Let us take a closer look at the basic layer of interpersonal appraisal and the cases of Malcolm X and Nancy. The advice Malcolm receives contains no information about his actual performance--his excellent scholastic achievements. The interviewer does tell him who he is--namely that he is Black--and that only certain things are suitable for him to do.

This information places Malcolm into the category "Black" and helps to keep him there. It also informs him that, because he is in this category, he is somewhat inadequate. In the case of Nancy, the employer does not assess her training and ability as a mathematician. He does assess her as "not serious" and as "female." This appraisal also tells Nancy who she is, that she is "not serious," and that she is a "woman." It also places her into a category and informs her that she, as a person, is inadequate. Hence, Malcolm and Nancy are given no information about their learning or their skills--information which could help them in their performance. Instead, they are defined as inadequate people.

What appraisals did other individuals receive? Let us consider Nancy's case. She found that all the other applicants for her position were males. The employer was not concerned about how "serious" the applicants were or about the fact that they were males. Instead, he carefully scrutinized their applications and examined the training and experience they had obtained in mathematics. In these cases, the employer was directly concerned with the performance of applicants. His appraisal was <u>appropriate</u>. It was <u>task-based</u> rather than <u>person-based</u>.

How can the situation be corrected for Malcolm X or Nancy? In Malcolm's case it would have been appropriate for the teacher to give advice that was based on Malcolm's actual performance in school; that is, it would have been appropriate for the teacher to make task-based appraisals. In the case of Nancy, it would have been appropriate to examine her application for the training, experience, and ability she had in mathematics, and to reject or accept her application on this basis.

In the two examples we have discussed, the personalized appraisals are directly associated with two major social categories--Black and female. Several points need to be clarified. First, there are many groups in our society, such as the aged, the handicapped, young people, those over thirty, dumb kids, smart kids, etc. The process of appraisal is not limited to one type of group; it is applicable to any group. Through appraisal, the group is established and maintained. Although the type of groups into which we categorize people may change, the process of appraisal remains essentially the same.

Second, personalized appraisals need not be associated in an obvious way with a category, such as Black or female. In fact, the current climate of opinion suggests that it is less socially acceptable to be obviously prejudiced than it was two decades ago. Malcolm's teacher today might say, "You have a good personality, Malcolm, and you will find more employment in carpentry." He would refrain from pointing out that Malcolm was Black. The employer in Nancy's case might say to Nancy, "Are you really serious about your work?" He, too, would not comment on the fact that Nancy was a female.

Third, it should be pointed out that sometimes personalized appraisals are appropriate. When we are attracted to someone, we may like that individual's appearance or qualities of character, such as gentleness,

sense of humor, etc. In a beauty contest, it is appropriate to judge the appearance of contestants. Whether appraisal is appropriate will depend on the situation. In a situation in which the purpose is learning or using a skill, personalized appraisal is inappropriate and uninformative with regard to the tasks in which individuals are engaged. It tells them what sort of people they are and thereby detracts from performance. These definitions can be negative, as in the cases of Malcolm and Nancy, or positive. Let us consider a positive example. As a student, some of Nancy's friends would remark, "With your looks, I wouldn't worry about that math problem." It is nice for Nancy to be complimented on her appearance, but this does not solve her math problem.

The critical concern is not whether appraisals are positive or negative but whether they are appropriate. For nearly two decades educators and psychologists have debated the effectiveness of praise over criticism, of positive over negative reinforcement in learning. A wealth of experimentation has yielded results that have remained quite contradictory. Recently investigators are beginning to acknowledge that the positive or negative qualities are probably not the critically important feature that accounts for the effectiveness of feedback or reinforcement. They are suggesting that effectiveness probably depends on how feedback and reinforcement are used. These materials explore one important manner in which feedback occurs and how it is or is not conducive to learning by:

1. Distinguishing between task-based and person-based appraisal.

2. Examining whether the appraisal is appropriate; that is, does task-based appraisal occur in performance situations or are the appraisals personalized and inappropriate?

3. Realizing that positive and negative appraisals are not the critical distinctions. If performance is inadequate, negative task appraisals are as appropriate as are positive task appraisals with a job that is exceptionally well done.

4. Realizing the consequences of appropriate and inappropriate appraisal. Appropriate task appraisal (both positive and negative) provides needed information about the quality of performance and allows learning to take place. Inappropriate personalized appraisal is uninformative of the individual's state of learning and performance. It detracts from performance and defines the individual as a person. The major impact of personalized appraisal is on the internal emotional state of individuals and on their conceptions of themselves. It can result in negative affect and self-image, if the definition is negative. Or it can result in positive affect and self-image if the definition is positive. It is our position that task appropriate appraisal enhances learning and performance and that this, in turn, will lead to feelings of adequacy and effectiveness and thus to satisfying emotional states and self-conceptions.

Now that we have discussed appraisal at some length, it should be evident that the analysis of appraisal is not the same as a consideration of the more popularly known concepts of "stereotyping," "prejudice," and "discrimination." These are handy labels for a variety of behaviors, but they do not illuminate the process underlying stereotyping or prejudice. The analysis of appraisal does articulate what this process is. At the same time, it is broader than steroeotyping and discrimination. Any judgment can be analyzed as to whether it is task- or person-based, and the appraisal need not use sterotypic traits or refer to the target person's category or group membership. Take the child who is learning to ride a bicycle and is told, "You're not like your brother." This appraisal relies neither on a cultural stereotype (such as women not being serious about their work) nor on a social category. Yet it is personalized, inappropriate, and uninformative about how one learns to ride a bicycle.

The analysis of appraisal is foremost a cognitive tool. It is the primary goal of this course to transmit this critical tool of thought to students. The concept of inappropriate personalized appraisal has long been recognized in philosophy as the logical fallacy embodied in ad hominem arguments and in the genetic fallacy. An example would be the claim that President Carter's energy plan is unsound because he is a southerner. Philosophers are mainly interested in the logic of arguments. The ad hominem quality is treated more broadly in this curriculum. We see it as reflected in appraisals in interpersonal interaction as well as in institutional and legal practices. It is hoped that students will:

- Learn to analyze appraisals.
- Recognize social consequences of appraisal to themselves and others.
- Learn to make appropriate appraisals.
- Become less confined by the social categories to which they themselves belong.
- Learn to treat others as individuals and on the basis of their actions rather than as members of a category.

The material treats appraisal as it occurs with respect to group membership. Two types of groupings prominent in our culture were selected. These are male/female gender and minority status based on racial or ethnic belonging. To underscore the similarity of the appraisal process across social categories, and to help students think objectively, the curriculum starts with a simulated society of flat-headed and round-headed people. Unit 1 explores the appraisal process in this society. Appraisal and category membership are treated on a more general level. These concepts are progressively tied to practices in our society.

Unit 2 covers appraisal as it is expressed in minority status. Historical background, economic conditions, personal experiences, and social

change are covered in a variety of exercises and readings. The purpose of this unit is not to give an exhaustive historical account of the minority experience, of economic conditions, or of legal changes. It is left to the individual teacher's discretion to expand and supplement the materials as needed or desired. Our goal is to cover the appraisal process, and the included materials are used to illustrate particular points.

Unit 3 covers appraisal with respect to female and male gender. It proceeds from personal experiences of appraisal to institutional practices and recent social and legal changes. Again, our aim was not to provide exhaustive treatments of any of these topics but to illustrate appraisal.

Unit 4 is a summary of concepts covered and a consideration of individual action that can be taken.

In general, each unit is designed to incorporate the different levels of appraisal discussed earlier. The first three units begin with appraisal as it occurs at the interpersonal level. This is demonstrated in dramatized form in two of the units by the two videotapes. The content of each of the three units proceeds to institutional practices and ends with societal changes. At each level students are asked to analyze the appraisal, to formulate appropriate appraisal, and to recognize the consequences of appraisal. A variety of in-class and out-of-class activities and reading selections are provided. The course ends with a review and application of the concepts to students' own lives. It is hoped that students' knowledge and personal lives will be enriched through the recognition and growth beyond category boundaries within their own lives and through a fuller understanding and realization of their own capabilities.

Note: For a more comprehensive review and discussion of the inconclusive results of reinforcement, see Harold W. Stevenson, Children's Learning. New York: Appleton-Century-Crofts, 1972.

Discussions of the effectiveness of the use of reinforcement in learning, rather than the value, can be found in the following publications:

- *Paul S. Spear and Sara Allen Spear, "Social Reinforcement, Discrimination Learning, and Retention in Children." Developmental Psychology 7, 1972, p. 220.*
- *Paul S. Spear, "Motivational Effects of Praise and Criticism on Children's Learning." Developmental Psychology 3, 1970, pp. 124-132.*
- *Martin E. P. Seligman, Helplessness. San Francisco: W. H. Freeman, 1975.*

Materials

The complete set of materials for Competence Is for Everyone, upper level, includes:

- Student texts, Units 1-4.
- Four teacher's guides, one for each unit.
- Two videotapes with discussion guides: "The Rise of Rolag" and "Judge Me, Not My Shell."
- Gender and the Conditions of Learning, a collection of background readings.

Materials are designed so that components can be used independently of each other:

- The videotapes can be used independently of the text. The accompanying discussion guides contain discussion questions for each tape.
- Gender and the Conditions of Learning can also be used independently. It treats several broader questions bearing on competence including: the socialization of females and males by parents and schools; the presentation of males and females in the media and in textbooks; and the nature of sex differences and underlying processes.

UNIT 3

MALE AND FEMALE

INTRODUCTION

There is one set of social categories which affects all of us. We are all either female or male. The mere knowledge that someone is male or female calls forth a set of expectations about what that individual is like and how he or she should act. Our perceptions of what people do almost always include judgments about whether their actions are suitable for their respective gender. This is most evident when we find women or men engaged in activities that violate our expectations of what is appropriate for each gender. Just think of the jokes about male hairdressers. Our expectations are startled when we hear of male nurses or flight attendants. Our appraisals of individuals in these situations are highly personalized. The fact that these individuals may do their work very well becomes obscured by their gender.

A second point needs to be made. There are many rewards associated with each gender category. Males enjoy being the more valued gender. Just think of the fact that approximately 80% of expecting parents prefer to have a male rather than a female child. Males enjoy higher status by virtue of being male. Males also have and are encouraged to obtain status through achievement in the areas of work, intellectual endeavors, or economic and political efforts. Women, on the other hand, are the less valued gender. To some extent they can gain status through exceptional attractiveness or through exceptional interpersonal efforts, such as care and acceptance of others.

In addition, women have not traditionally had the responsibility of "providing for the family." Fewer demands have been placed on women than on men to be self-supporting, let alone to support a whole family unit. We have stressed in our cultural values that the economic needs of women should be taken care of by men. Who does not like to be taken care of? Many women would find such a situation difficult to relinquish. Today, however, many women do provide for the family. Nine out of ten women will work during some time of their lives. Nearly one-half of all women over the age of sixteen presently hold full-time, year-round jobs.

There are also costs incurred through category belonging. The full expression of human capabilities of people in either gender category are limited. The man has no alternative but to be a "success." Whatever qualities of gentleness or caring he may have must be subordinated to the goal of success. The woman who desires to achieve and excel at her work in intellectual or business adventures must subordinate these to "femininity." It will be the purpose of this unit to explore and go beyond the constraints that gender places on us in the development and expression of our full human potential.

This unit starts with appraisal in the form of expectations individuals and others make on the basis of gender. Students are asked to generate stereotypes of females and males and to consider how these are helpful or limiting. The reading about Baby X illustrates how much our treatment of others depends on our knowledge of their gender.

Chapter Two deals with the personal experiences of appraisal. The exercise "My Personal Experience" allows students to reflect on incidents in their own lives. Reading selections describe the experiences others have had with gender-based appraisals and expectations.

Chapter Three examines stereotypic treatments of females and males in textbooks and comic books. Examples are provided to aid students in recognizing stereotypic and nonstereotypic portrayals.

Chapter Four addresses the question of who should perform a particular job. Is gender a necessary criterion? Several exercises and readings help students discover that jobs are best performed by qualified people. Many jobs that men hold can just as easily be performed by women, and vice versa.

Chapter Five examines the status of employed women. Stereotypic beliefs are examined and refuted or supported with actual facts. A historical reading treats the fact that women have always worked but that their work became devalued through industrialization and changing beliefs. Although many women are employed, they work at low-level and low-paying jobs.

Chapter Six covers recent legal changes and their implications for future equitable gender roles. Title IX and the Equal Rights Amendment are briefly reviewed. Excerpts from court testimony are included as illustrations of individual efforts required for change of the legal process.

In the final chapter students are asked to think realistically about the new choices open to them, and to consider the requirements of career goals and of home responsibilities and how these can be met.

CHAPTER 1

FEMALE AND MALE ROLES

One category that affects all of us is that we are all either male or female. You are either a woman or a man. We all expect men to do some things and women to do other things. Many people believe that women should do the cooking and cleaning and men should do mechanical things, like fixing cars. What if you are a male and you enjoy baking cookies? What if you are a female and you like fixing your own car? What sort of judgments might your friends make about what you are doing? If you are a male, they might say, "You're really strange, baking cookies." Or, if you are a female, they might call you a "tomboy" for fixing your car.

Are these judgments task appraisals or person appraisals? The judgments are based on who you are. They are not based on what you are doing. Do the judgments encourage you to bake cookies or to fix cars? No, they really do not. They are saying that it is wrong for males to bake cookies and for females to fix cars.

Suppose your friends looked at what you were doing. They might discover that you bake very good cookies or that you know how to fix cars very well. Would this help you in what you are doing? It might encourage you to do even better.

Many young women are told that they should try to be pretty. Women can be successful through good looks. People might tell you not to worry about trying to be good at various things. All you need to do is to be attractive. Is this advice task or person appraisal? Does it help you learn to do things?

We have many opinions about what women should do and what men should do. The judgments do not help us to develop our abilities and interests. What can we do to develop our abilities? We can help each other by letting people do the activities they enjoy and which they can do well, regardless of whether they seem suitable to their gender. At first it will be difficult to learn how to do this. The story about Baby X is a good example.

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*Throughout this guide, pages that duplicate student text are marked "Student Text" and give the student page number.

Make a Stereotype*

Here is a list of personality traits. Read them carefully. Write M in front of the trait that applies to Males and F in front of the trait that applies to Females.

_____ Fighting	_____ Courageous
_____ Dependent	_____ Energetic
_____ Adventurous	_____ Kind
_____ Follower	_____ Shy
_____ Independent	_____ Skilled
_____ Afraid	_____ Lazy
_____ Leader	_____ Cries easily
_____ Gentle	_____ Generous
_____ Active	_____ Strong
_____ Gives in	_____ Tough

How are women limited in the development of their abilities?

How are men limited in the development of their abilities?

*For additional information on sex-role stereotyping, see Inge K. Broverman, Susan Raymond Vogel, Donald M. Broverman, Frank E. Clarkson, Paul S. Rosenkrantz, "Sex-role Stereotypes: A Current Appraisal," The Journal of Social Issues, 28, 1972, pp. 59-78.

Find a Stereotype

Tonight, spend some time looking at one of the folowing:

TV--programs or commercials
Magazines
Newspapers
Catalogues--like Sears, Wards, etc.
Books or Comic Books

Find one good example of "the ideal woman" or the ideal man." We all think we know what males are like. They are tough, courageous, and so on. We also think we know what females are like. They are gentle, afraid, cry easily. Find one example of the typical male and one example of the typical female.

Bring your examples to class tomorrow, if possible. If you cannot bring your example, write a paragraph about it. Be prepared to tell the class what your example has to say about being an "ideal man" or an "ideal woman."

An example might be a glamorous woman advertising perfume. Another example might come from a TV program in which the male hero is tough and beats all of his opponents.

X: A Fabulous Child's Story*

Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they

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*From Women in the Year 2000, edited by Maggie Tripp. New York: Arbor House. Reprinted by permission of the publisher.

couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So, Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they

bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa". And a girl doll that talked in three languages and said, "I am the Pres--i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual, where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would

be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything, except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all--Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars, a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All that they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red and white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire

football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up--or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?" Mr. Jones would say. And Ms. Jones would reply "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking. What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Ssh," sshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper. "In my opinion," he whispered—you could tell he must be very upset—"in my opinion, young X here—"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about—"

"Just about <u>what</u>? Let's have it!" shouted another parent.

"[is] just about the <u>least</u> mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How <u>could</u> X have passed the whole Xamination? Didn't X have an <u>identity</u> problem? Wasn't X mixed up at <u>all</u>? Wasn't X <u>any</u> kind of misfit? How could it <u>not</u> be, when it didn't even <u>know</u> what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said, "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit—ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what <u>is</u> X?" shrieked Peggy and Joe's parents. "<u>We</u> still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more

trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

Questions (No Student Text)

1. When Baby X was born, many friends and relatives dropped by to see X. What happened when they could not find out whether X was a girl or a boy?

2. Why did Mrs. and Mr. Jones have trouble buying clothes and toys for X? How did they solve this problem?

3. To help X start school, Mr. and Mrs. Jones taught X girls' games and boys' games. The children at school tried to find out whether X was a girl or a boy. What happened?

4. The next day the children discovered that X had a lot of fun being able to do boy and girl things. What did the children do?

5. Many parents discovered that their children now did boy and girl things. How did the parents react to this?

6. A psychiatrist was asked to examine X to determine if it was a boy, a girl, or a misfit. What did the psychiatrist find?

CHAPTER 2

PEOPLE EXPERIENCE APPRAISAL

We all want to live up to the image of the "ideal man" or the "ideal woman." We want to be liked, accepted, and praised. But, sometimes, trying to live up to an image keeps us from doing some of the things we'd really like to do. Think about your own life and the ways in which being male or female has caused you to act in certain ways. Also think about how it has caused other people to see you and treat you in certain ways.

My Personal Experience

Some examples:

Woman	Man
When I tell people that I want to be an engineer, they either laugh or they tell me that I'll be an engineer in the kitchen.	I always get sports equipment for my birthday when I'd really like books and records.
I always get stuck with the boring jobs, like doing the dishes and setting the table.	I always get stuck with the hard jobs, like shoveling the driveway.
There is so much pressure on me to be like the "popular" girls in my class, to dress and act like them. But I really like to study and to read a lot.	I used to go to the Art Museum every week but I stopped going because my friends started teasing me.

Write five true examples from your own life.

What It's Like to Be Me*

In the following readings several people describe their experiences with appraisal. See if you can identify the appraisal. Is it helpful or not helpful to the persons involved?

Kate Masterton, New York

I learned of discrimination against females early, at age 10, when I wanted to take advantage of my school district's free music-teaching program by learning to play drums. I was informed that drum-playing was a male pasttime, certainly not fitting for any little lady! Instead I was given the violin (which I angrily gave up on, two weeks later).

Now 15, I am painfully aware that I am supposedly on this earth to please males, do housework, be popular, have many dates, and finally to have children. Unfortunately, I don't fit that mold. I dress in clothes that are practical and comfortable. I refuse to be flirty or coy, or fake helplessness in order to gain the attention of a male. I refuse to be pretentious or superficial for the sake of "friendship", since I realize that friendship based on superficiality is itself only superficial.

I pity these girls for their pettiness and sharp competitiveness —which is probably not their fault. But I resent the many snide remarks and superior stares which I receive from other females. For some reason it is they who feel threatened by my ideas! Males either laugh at my ideas or take them seriously.

I have always loved horses, and I work after school and on weekends at a stable. I have ridden for five years, and I plan to teach, train, ride, and raise horses professionally. My parents and my boss encourage me.

I plan to go to college to learn basic veterinary skills, animal husbandry, and stable management.

Debby Zuckerman, Colorado

I am a senior in high school and I have trouble speaking out and acting as I feel I should--I find myself saying and doing things that, deep down, contradict my basic beliefs. I would like to have the courage to ask a boy to a movie, or to go for a bike ride, because inside I know there is no reason on earth not to, but society and my upbringing make me suppress any act of this kind. (God forbid I should be aggressive!) I would like to behave like a normal human being instead of a giggling idiot when I'm around boys, but sometimes I find myself playing this game without even realizing it, until it's too late. I would like to

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pay my way on a date, but never have the nerve to speak up and tell this to the guy I'm with—I become the traditionally passive female. I find myself wanting to look pretty, to be outgoing, to be all the things that boys supposedly look for in girls, while at the same time I feel angry at society for programming such bullshit into me. My only hope is that someday soon my anger will overcome my fear and I will be able to speak and act in accordance with my beliefs, not society's rules.

Wendy Kromash, Pennsylvania

I am vice-president of the student council in my junior high school in Pennsylvania. This is a supposedly modern school district that advocates most of the new concepts in education. Although the girls' sports program is insufficient (only a field hockey and a basketball team, compared to three football, two soccer, two basketball, and two baseball teams, a track and a wrestling team for boys), and the shop and home economics classes are still segregated, we are trying.

However, a big blow came when we were discussing, at a council meeting, what to do about refreshments for an upcoming dance. Someone suggested all the girls make cookies. I asked, "What about the boys?" My adviser (both advisers are men) replied, "Yeah, if the boys want to bring in cookies, they can get their mothers to make some." Click!

Memoirs of an Ex-Prom Queen*

Alix Kates Shulman

Mid-Depression, when I turned five, my family moved to Baybury Heights, Ohio, one of Cleveland's coming brick-and-frame neighborhoods sprinkled with vacant lots and apple trees. My arms were just long enough to reach bottom branches and I quickly took to the trees. But even then, a carefree tomboy roaming free, I longed to be pretty. Every girl did.

"Climbing Sasha," my father called me as I sped through breakfast so I could race to the woods behind our house. Skinny and agile, I scaled the trunks with ease, spending my first summers in the green branches and on the moss beneath. All the kids could manage the apple trees, but only I could scramble straight up to the top of the Spy Tree, a lone slender birch, and see on a clear day all the way downtown to Cleveland's one skyscraper, the Terminal Tower. "Can you see it today?" my brother Ben would call from below. "Is it foggy or clear?" yelled up Susan McCarthy, who lived next door. And they would just have to take my word for it. I took my lunches in the treehouse with the McCarthy kids. After supper, if the boys let me, I played touch football on our quiet street or kick-the-can with everyone in the neighborhood.

Tomboy or not, I spent my indoor time dressing up in my mother's clothes and putting on lipstick and nail polish with the other girls. There was a hummingbird in the hollyhocks behind our house, the most delicate, lovely thing I had ever seen; I wanted to be like her. Even though it hurt when my mother brushed my hair each morning before school, it was worth it to have braids on which to tie pretty matching ribbons. I hoped the ribbons wouldn't get dirty as I climbed Auburn Hill to school past the boys waiting in the vacant lots to pelt us with snow or mud, depending on the season.

Once I started school I learned I would have to choose between hair ribbons and trees, and that if I chose trees I'd have to fight for them. The trees, like the hills, belonged to the boys.

Before and after school, the boys would fan out over the school grounds and take over the ball fields, the apple orchard, the skating pond, the "Mountain" for king-of-the-castle, while we stayed on the concrete playground in the shadow of the school building. There we played girls' games under the teachers' protective eyes.

"Go on to the Mountain, girls, it's a gorgeous day," Mrs. Hess would urge as we stood on the steps at recess trading cards. Or, "Why don't you play some freeze tag? You need the exercise." But we knew better. We knew that going near the ball fields or behind the backstop or near the basket hoop or in among the fruit trees or around the Mountain or near the skating pond were extremely dangerous expeditions, even if we went in a pack—for that was all boys' territory, acknowledged by everyone. Despite Mrs. Hess's prods and assurances, we knew that at any moment out there a pair or trio or more of boys might grow bored with their own game and descend on us with their bag of tricks. If a

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girl was spotted on their territory the boys felt perfectly free to: give her a pink belly, or lock her in the shed, or not let her down from a tree, or tie her to the flagpole, or lash at her legs with reeds, or chase her to the ravine, or look up her dress, or trip her, or spit mouthfuls of water in her face, or throw mud at her, or "accidentally" knock her down, or hold a hand over her nose and mouth, or pull her hair, or pummel her with snowballs, or "wash her face" in snow, or mess her books, or tear her clothes, or scatter her trading cards, or shout obscene words at her, or throw stones at her, or splash mud on her dress, or invite her to play on false pretenses, or just hit her or spit on her or twist her arm behind her back, or not let her drink at the water fountain.

And it was not only the bullies like Mel Weeks and Bobby Barr who did such things to us. All the boys did them sooner or later, and some boy did something to some girl every day. They did it for fun. They did it to prove themselves. They did it because they hated us. If sometimes a boy got it too, it was only from another boy, never from a girl; the terror went only one way. And every boy longed, if only secretly, to be as powerful as the feared and respected bullies.

We knew better than to tell Mrs. Hess. The one time I ran crying to her with my dress ripped after Bobby Barr had pulled me out of an apple tree, she hugged and comforted me with a double message: "I know, dear, those are rough boys. Why don't you play with the girls?" There was only one thing for a girl to do: stay in the shadow. Prudently I gave up football, trees, and walking to school unaccompanied for acceptable "girls' things," until, before I was ten...I came to realize that there was only one thing worth bothering about: becoming beautiful.

Does Different Equal Less? A High School Woman Speaks Out*

Constance Williams

Being a high school woman means getting a course in synchronized swimming when you signed up for water polo.

Being a high school woman means putting on a short skirt and makeup when you go with a request to an unsuspecting principal.

Being a high school woman means you are required by law to drop out of school if you are pregnant or if you are married. Almost always it means being pressured to have a boyfriend. And almost as often it means being denied access to birth control information.

Being a high school woman means having one whole gym class devoted to a woman from a downtown department store so she can tell you how to buy a bra that fits.

Being a high school woman means being furious and having teachers counselors, school psychologists, your parents, and your friends say "I don't see why you are so upset."

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Being a high school woman means having a guidance counselor hand you the pink vocations journal with pictures of women working as secretaries, dental hygienists, librarians, elementary school teachers, lab technicians, key punch operators, and factory workers. There's not one picture of a woman operating heavy machinery or of her being in a leadership position. Who wouldn't rather stay home and have kids?

Being a high school woman means going to the employment service section of the guidance office and being told by the counselor that the employer wanted her to recommend a boy for the job.

Being a high school woman means noticing that all of the flutists in the orchestra are women, the trombonists men, the conductor a man, and that all of the music has been composed by men.

Being a high school woman means seeing women treated as supplementary materials in textbooks. Used in a variety of ways, our texts in nearly all fields reinforce the stereotyped image of American women and our place in society. They generally leave out most women of importance.

Being a high school woman means looking through 3,175 biographies on the West High library shelves to find that approximately 83 are about women.

Being a high school woman means walking into the library and being greeted by similar-looking women on the covers of Seventeen, Glamour, McCall's, Ladies' Home Journal, and American Girl. Sometimes that makes you feel bad about eating that candy bar (none of the models have pimples) and sometimes you just get mad that there is no copy of Off Our Backs on the magazine shelf.

Men: Being a Boy*

Julius Lester

As boys go, I wasn't much. I mean, I tried to be a boy and spent many childhood hours pummeling my hardly formed ego with failure at cowboys and Indians, baseball, football, lying, and sneaking out of the house. When our neighborhood gang raided a neighbor's pear tree, I was the only one who got sick from the purloined fruit. I also failed at setting fire to our garage, an art at which any five-year-old boy should be adept. I was, however, the neighborhood champion at getting beat up. "That Julius can take it, man," the boys used to say, almost in admiration, after I emerged from another battle, tears brimming in my eyes but refusing to fall.

My efforts at being a boy earned me a pair of scarred knees that are a record of a childhood spent falling from bicycles, trees, the tops of fences, and porch steps; of tripping as I ran (generally from a fight), walked, or simply tried to remain upright on windy days.

I tried to believe my parents when they told me I was a boy, but I could find no objective proof for such an assertion. Each morning

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during the summer, as I cuddled up in the quiet of a corner with a book, my mother would push me out the back door and into the yard. And throughout the day as my blood was let as if I were a patient of seventeenth-century medicine, I thought of the girls sitting in the shade of porches, playing with their dolls, toy refrigerators, and stoves.

There was the life, I thought! No constant pressure to prove oneself. No necessity always to be competing. While I humiliated myself on football and baseball fields, the girls stood on the sidelines laughing at me, because they didn't have to do anything except be girls. The rising of each sun brought me to the starting line of yet another day's Olympic decathlon, with no hope of ever winning even a bronze medal.

Through no fault of my own I reached adolescence. While the pressure to prove myself on the athletic field lessened, the overall situation got worse--because now I had to prove myself with girls. Just how I was supposed to go about doing this was beyond me, especially because, at the age of 14, I was four foot nine and weighed 78 pounds. (I think there may have been one 10-year-old girl in the neighborhood smaller than I.) Nonetheless, duty called, and with my ninth-grade gym-class jockstrap flapping between my legs, off I went.

To get a girl friend, though, a boy had to have some asset beyond the fact that he was alive. I wasn't handsome like Bill McCord, who had girls after him like a cop-killer has policemen. I wasn't ugly like Romeo Jones, but at least the girls noticed him: "That ol' ugly boy better stay 'way from me!" I was just there, like a vase your grandmother gives you at Christmas that you don't like or dislike, can't get rid of, and don't know what to do with. More than ever I wished I were a girl. Boys were the ones who had to take the initiative and all the responsibility. (I hate responsibility so much that if my heart didn't beat of itself, I would now be a dim memory.)

It was the boy who had to ask the girl for a date, a frightening enough prospect until it occurred to me that she might say no! That meant risking my ego, which was about as substantial as a toilet-paper raincoat in the African rainy season. But I had to thrust that ego forward to be judged, accepted, or rejected by some girl. It wasn't fair! Who was she to sit back like a queen with the power to create joy by her consent or destruction by her denial? It wasn't fair--but that's the way it was.

But if (God forbid!) she should say "Yes," then my problem would begin in earnest, because I was the one who said where we would go (and waited in terror for her approval of my choice). I was the one who picked her up at her house where I was inspected by her parents....

Imagining this procedure over and over was more than enough: I was a sophomore in college before I had my first date.

I wasn't a total failure in high school, though, for occasionally I would go to a party, determined to salvage my self-esteem. The parties usually took place in somebody's darkened basement. There was generally a surreptitious wine bottle or two being passed furtively among the boys,

and a record player with an insatiable appetite for Johnny Mathis records. Boys gathered on one side of the room and girls on the other....

Finally, through what surely could only have been the direct intervention of the Almighty, I would find myself on the dance floor with a girl. And none of my prior agony could compare to the thought of actually dancing. But there I was and I had to dance with her. Social custom decreed that I was supposed to lead, because I was the boy. Why? I'd wonder. Let her lead. Girls were better dancers anyway. It didn't matter. She stood there waiting for me to take charge. She wouldn't have been worse off if she'd waited for me to turn white.

Now, of course, I know that it was as difficult being a girl as it was a boy, if not more so. While I stood paralyzed at one end of a dance floor trying to find the courage to ask a girl for a dance, most of the girls waited in terror at the other, afraid that no one, not even I, would ask them. And while I resented having to ask a girl for a date, wasn't it horrible to be the one who waited for the phone to ring? And how many of those girls who laughed at me making a fool of myself on the baseball diamond would have gladly given up their places on the sidelines for mine on the field?

No, it wasn't easy for any of us, girls and boys, as we forced our beautiful, free-flowing child-selves into those narrow, constricting cubicles labeled female and male.

Out in Right Field*

Peter Candell

Throughout my entire school career, the time of day I dreaded most was gym class. Whereas other kids seemed to look forward to gym as some sort of relief from sitting at a desk and listening to a teacher, I dreaded the thought of sports.

The curse followed me throughout my entire life. In elementary school, part of the year we played baseball outdoors. The two best players (never me) were captains and they chose--one by one--players for their teams. The choosing went on and on, the better players getting picked first and me and my type last.

During the game I always played the outfield. Right field. Far right field. And there I would stand in the hot sun wishing I was anyplace else in the world. Every so often a ball looked like it was coming in my direction and I prayed to god that it wouldn't happen. If it did come, I promised god to be good for the next thirty-seven years if he let me catch it--especially if it was a flyball. The same thing occurred when it was my turn to bat. It was bad enough, but if there were any runners on base--or any outs--and it all depended on me--I knew we were lost.

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*From Unbecoming Men: A Men's Consciousness-Raising Group Writes on Oppression and Themselves. Reprinted by permission of Times Change Press.

The rest of the year in elementary school consisted of indoor gym classes, some of which were coed. The coed gym classes consisted of things like dance lessons. The teachers would teach us essential dances like the fox trot, the mambo, and the merengue. These were always a chore, because it was you and your girl partner—usually matched by height—and I of course was the shortest—and matched up with the shortest girl—who towered over me anyway. Dances like the Virginia Reel and square dancing, which were a group thing, I usually enjoyed a lot. A lot, that is, until it became clear from the actions of the rest of the guys in dance class that I was the only one having a good time. After that even that type of dancing was awful.

Junior high school was equally awful. For it was in junior high that real gym classes started—gym class with lockers and smelly locker rooms and gym uniforms and showers with eight million other guys.

I hated the sight of my gym uniform. The locker room stench almost knocked me out. And during gym class I tried my best not to exert myself, so I wouldn't sweat too much, so I wouldn't have to take a shower with eight million other guys.

In junior high we still did things like play baseball. But things started to get rougher and rougher. We did things like wrestling. And gymnastics. To this day I can't climb a pole or a rope. Calisthenics were and are a bore.

High school was the same old stuff. However, in high school, sports started taking on a new dimension, because the most highly prized girls looked to the best athletes: the football and basketball players. I was out of the competition from the beginning, but that didn't make it any the less awful.

There was absolutely no relief from sports in the early part of my life, for it happened not only in school, but also at home. My older brother was a good athlete. He went to ballgames and even tried out for and made some teams. He plastered our room with hateful pictures of the Dodgers at bat. Sports consumed his entire life, and he would get home from school, change his clothes, and run out to play.

My father related to my brother completely in this way. They had a fine sports relationship, and would go off to ballgames together—or talk at the dinner table of the day's ballgames or the latest standings, which they both knew by heart. I was completely left out of this. After a while I grew resentful and wanted no part of it. Yet, every so often my father would try. He would take me out back for a while with a ball, bat, and glove, and try to make a man out of me. Patiently he would throw a ball in my direction and I swung and missed it. After he quickly grew tired of that, he would once again explain to me how to use the fielding glove he stuck on my hand and I would try my hand at catching. I soon grew tired of this—mainly because I missed so often and had to go chasing down the block after the ball. These sessions never lasted very long. Even Sundays were no relief—the television was usually on and blasting a ballgame. I grew to hate the sound of Mel Allen's voice.

CHAPTER 3

APPRAISALS IN TEXTBOOKS

The appraisals we make are often influenced by what we see and hear around us, by TV, the radio, books, magazines, and newspapers. One way to help people make fairer judgments is to make sure that the judgments in the media and in books are fair.

One area where this has been tried is in school textbooks. Since 1965, many textbook publishers have set up guidelines for their writers. Through these guidelines publishers try to make sure that all individuals are treated fairly in the textbooks you read in school.

Before 1965, many textbooks were not so careful about the kind of appraisals they made. For example, they often showed minority persons in negative, stereotyped ways. Also, they often showed men and women doing only traditionally male and female things.

Some textbooks really have improved dramatically. They include all kinds of different people doing all kinds of different things. Other textbooks have not gone so far in treating all people fairly. For example, a textbook might show pictures of different racial groups, but also show girls as always doing "girl" things.

The guidelines which follow will help you to "test" a textbook for fairness to all. They come from the guidelines established by the publishing company of Random House, Inc.

Guidelines for Fairness in Textbooks

1. Characters

All people (both males and females of all racial and ethnic groups) should be shown as full, real, human beings with both strengths and weaknesses. Efforts should be made to avoid showing or describing people in stereotyped ways. For example:

CAN YOU SOLVE PROBLEMS?

The illustration above speaks for itself. The boy is confident in his ability to solve a problem. The girl is passive, confused, unable to answer. Under the new guidelines, both males and females should, at times, be shown to be capable of making decisions and solving problems.

All people should also be shown doing (or wanting to do) many different kinds of things, not just those things that fit their category. For example, a textbook might show pictures of white people in many different occupations. But it shows Black people only as football and baseball players. Is this a fair appraisal of Blacks?

2. History

History and science books sometimes talk only about the contributions of white people (especially men) and leave out the contributions made by minority groups and women. An example would be a book on American history which did not talk about the significant contribution made by Blacks and women. It would show Native Americans only in "war paint," fighting with the early white settlers.

3. Art

The pictures in a book make a strong impression on us. In order to be fair, the pictures in a textbook should show individuals in

a variety of physical appearances, the way it is in the real world. The pictures should show people from many different racial and ethnic groups. There should be no bias in the central figure and figure(s) in the background.

4. Language

Sometimes the very language we use is unfair to one group or another. Textbooks should be careful not to use expressions that are "put-downs," like "old maid," "woman driver," etc. They also should avoid using nouns that stereotype activities as either "male" or "female." Here are some examples:

Stereotyped Nouns	Fair Nouns
stewardess	flight attendant
housewife	homemaker
policeman	police officer
chairman	chairperson
salesman	salesperson or representative

Textbooks should also be very careful to present information in a balanced way. For example:

> Mary Brown, a slim and attractive redhead, has been named managing editor at Jones Publishing Company. She replaces John Green, who served in that post for the past three years and is credited with raising company sales twenty percent.

This example focuses on the women's physical appearance (person appraisal) but on the man's accomplishments (task appraisal). A fairer treatment would be to balance the appraisal by either including information about the man's physical appearance or by including facts about the woman's professional accomplishments.

Titles also should be balanced. If a professional title is included for a man, it should be included for a woman. For example: "Governor Hugh Carey and Mrs. Ella Grasso" should be changed to "Governor Ella Grasso and Governor Hugh Carey."

Final Note

Books that were written some time ago will reflect the values of that time. Perhaps they will not meet the standards of today. The same holds true for folk stories and fairy tales. We can't judge these writings by today's standards. We can look at them, however, to see how far we really have come in trying to treat individuals fairly.

Textbook Samples

In the following section you will find some examples of both fair and biased selections from actual textbooks. Use the "Textbook

Checklist" as a guide to help you analyze the materials. Not all sections of the checklist will be useful for all the textbook selections. Be sure to use it just as a guide. After you have finished checking through the materials included here, check through some of your own textbooks.

Questions (No Student Text)

Through this exercise students should have achieved the following understanding:

1. They should be aware of the significance of race and sex bias in textbooks. Since textbooks are authoritative conveyors of information, bias in them is made legitimate and acceptable.

2. Textbooks are frequently distributed nationally and children of all racial and ethnic groups read them. Students should be aware of the impact of race bias upon the self-concept of minority children.

3. Students should recognize the influence textbook bias has upon their own attitudes and beliefs.

Suggested Discussion Guidelines

1. Why is bias in textbooks a significant problem?

2. Many students read these textbooks. A good percentage of these students are minority group members. How do you think these students feel when they see few pictures and very little material that portrays their group? How does inappropriate appraisal make them feel? How do they feel when their group is not seen as contributing significantly to society?

3. What do these selections tell you about men and women? about minority group members?

Teacher's Worksheet for Textbook Checklist

After analyzing their textbooks, students may wish to act on their findings. The following list provides some possible activities.

1. Write letters to publishers to let them know you have found bias in their texts.

2. Rewrite stories or parts of textbooks in a non-biased way or from a minority group perspective. Post the rewrites and/or send them to publishers.

3. Write letters to people or groups to obtain more information regarding bias in textbooks.

4. Talk to your librarian and request non-biased books for the library; read books that are already there.

5. Discuss findings with school officials in charge of purchasing textbooks.

6. Use the checklist to analyze books (or magazines) at home.

Textbook Checklist

	Male	Female
1. Count the number of times characters are shown or described:		
a. being active	____	____
b. being passive	____	____
c. receiving help	____	____
d. independent, making decisions, solving problems	____	____
e. involved in sports	____	____
f. concerned with physical appearance	____	____
2. Count the number of times adults are shown:		
a. playing with children	____	____
b. acting skillfully	____	____
c. acting emotionally	____	____

3. List the occupations you see women in:

List the occupations you see men in:

4. Ask yourself these questions:

a. Was there any difference in the total number of men and women shown?

b. Was there any difference in the kinds of things they were shown doing?

c. What do the materials you have reviewed tell you about the ways males and females are appraised in our society?

5. Analyze the language used:

   a. List any stereotyped expressions you find. Example: "The best man for the job."

   b. Is there always balance in the use of nouns and titles? List any unbalanced uses you find. Example: "The men and girls."

   c. List any stereotyped "occupation words" you find. Example: "Fireman."

6. Count the number of times a member of this group is shown in a picture or described in words:

   Afro-American _____

   Native American _____

   Asian American _____

   Mexican American _____

   White American _____

   Other _____

   How many times is a minority group member "the main character" in the story or picture?

   List the occupations you see minority group members in:

7. Ask yourself these questions:

   a. Were minority group members shown in a stereotyped way or in a realistic way?

   b. Was the minority group member's point of view discussed?

Illustrations pp. 43-45 from the 1960 edition of Building for Health by Byrd, Jones, Landis, and Morgan. Reprinted by permission of Laidlaw Brothers, a division of Doubleday & Co., Inc.

CHOOSE WISELY

COOK WITH
VERY LITTLE WATER

What Are Females Doing? What Are Males Doing?

These sentences come from textbook exercises.* Read each sentence. Is the person male or female? What is the person doing?

1. Mr. Anderson sells houses.
2. His wife is efficient.
3. Mrs. Anderson was a secretary.
4. Their son worked in a synthetic rubber plant last year.

1. An entomologist studies insects through a magnifying glass.
2. A good receptionist speaks courteously.
3. Most switchboard operators are women.
4. All lawyers have passed a difficult state bar examination.

1. a. Our family loses many combs.
   b. Marilyn combs her hair often.
2. a. The judge will award the prize.
   b. Tom was given an award.
3. a. Bob made a good catch.
   b. George will probably catch the most fish.
4. a. A helicopter pilot made the rescue.
   b. The men will rescue the stranded dog.
5. a. That new show made the headlines.
   b. Our class might show our hobbies.

1. Jim and Roger play basketball.
2. The girls tried but failed.
3. Did you pass or fail?
4. Sue baked a cake, and Jane made gingerbread.
5. It may rain, but we will be there.
6. You must start in time, or you will be late.

1. I think Ann is the best-looking girl I ever saw.
2. That jerk has borrowed my bicycle again.
3. John is twelve years old and gets good grades.
4. That spiteful sister of mine is the cause of all my woes.
5. Everyone thinks Mother is a real treasure.

1. The girls (miss, misses) their old friends from school.
2. Mother always (cry, cries) during a sad movie.
3. The color of Sue's dress (match, matches) your sweater.
4. My uncles (play, plays) in a symphony orchestra.
5. My father (mix, mixes) business with pleasure.

---

*Textbook passages from the 1971 edition of Advancement with Our Language Today by Cenlin, Fillmer, Lefcourt, and Thompson. Reprinted by permission of American Book Company, Inc.

Appraisals in Comic Books

Comic books have a code to follow, too, but it is not nearly as detailed as that for textbooks. There are no guidelines for men and boys. The only guideline about how girls and women should be shown is: "Females shall be drawn realistically, without undue emphasis on any physical quality."

Some comic books, like some textbooks, are making efforts to present both males and females as capable and smart. But, for the most part, women are shown to be super-gorgeous, silly, vain, or weak, while men are shown as strong, adventuresome, and brave. Of course, comic book characters are not meant to be "real people." But comics are widely read and help to keep many questionable appraisals alive.

Read through the following selections from popular comic books. What kind of people are the male and female characters? Make a list of what they do.

1. What do females do?

2. What do males do?

JUG! WHAT DO YOU THINK OF MY CHRISTMAS PRESENTS? BETTY AND VERONICA DOLLS!
GREAT IDEA! THEY WON'T SPEND YOUR MONEY, TALK YOUR EARS OFF OR CHASE YOU AROUND!

© 1975 Archie Comic Publications

LI'L JINX
DARK THOUGHTS
IT'S SO DARK AND SCARY... I'M GLAD YOU'RE WALKING ME HOME, CHARLEY HAWSE!
AHEM... I'M HAPPY TO, LI'L JINX!
I'M NOT SCARED WHEN SOMEBODY BIG AND STRONG WALKS ME HOME---
GOOD NIGHT, LI'L JINX!
GOOD NIGHT, CHARLEY! THANKS!
I WISH I HAD SOMEBODY BIG AND STRONG TO WALK ME HOME! GULP!
END

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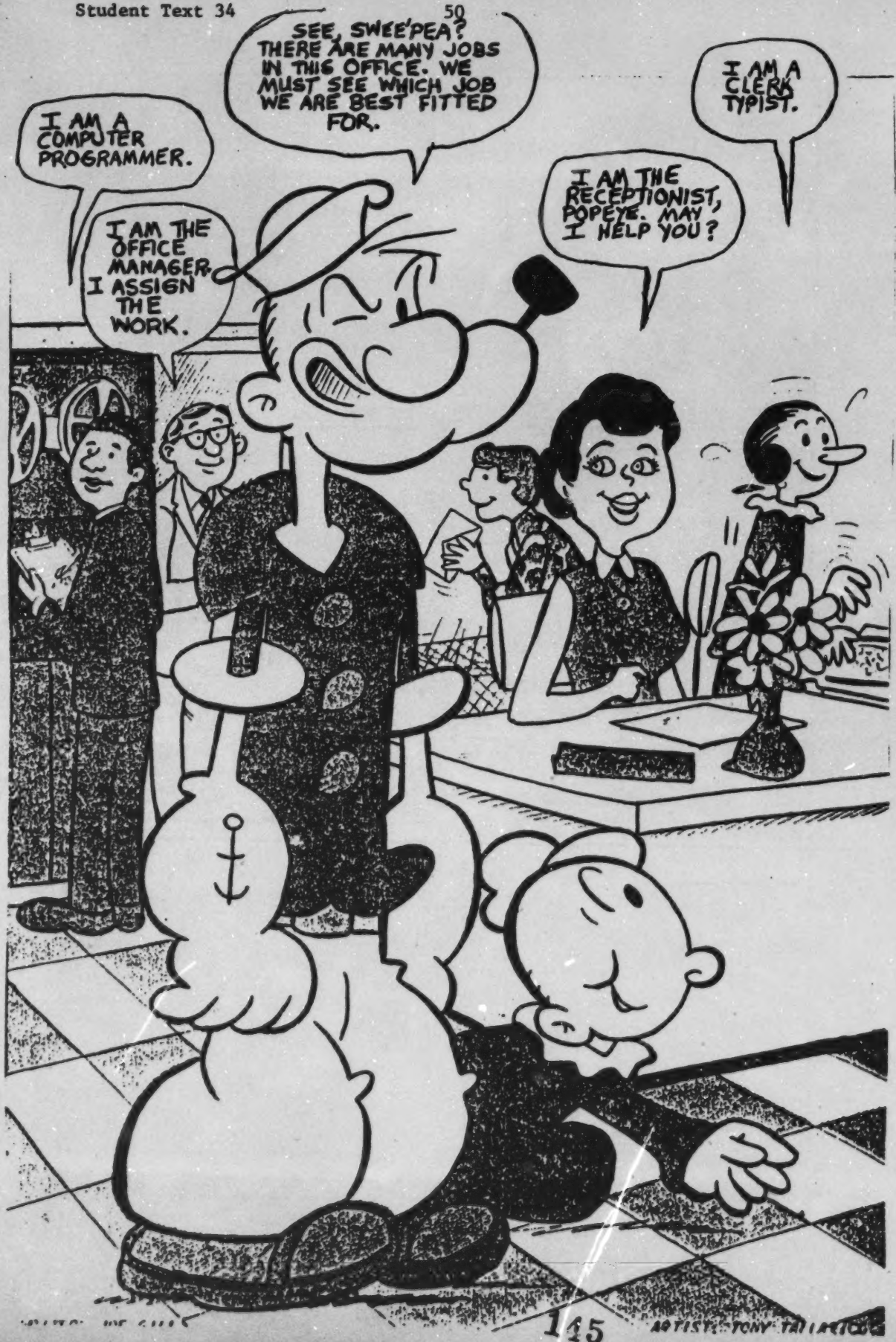
SEE, SWEE'PEA? THERE ARE MANY JOBS IN THIS OFFICE. WE MUST SEE WHICH JOB WE ARE BEST FITTED FOR.
I AM A COMPUTER PROGRAMMER.
I AM THE OFFICE MANAGER. I ASSIGN THE WORK.
I AM THE RECEPTIONIST, POPEYE. MAY I HELP YOU?
I AM A CLERK TYPIST.

© King Features Syndicate, Inc., 1977

HI, ANNIE!
I'M RETURNING LULU'S RAG DOLL..
HA-HA-HA-HA! YOU LOOK FUNNY IN AN APRON!
NO FUNNIER THAN YOUR FATHER WHO'S A PROFESSIONAL CHEF!
NO HE'S NOT! HE'S A COOK!
WHY IS THERE FLOWER ON YOUR HANDS? ARE YOU GOING TO BAKE THEM?
CHEF MEANS COOK! AND DID YOU KNOW THAT MEN ARE SOME OF THE BEST CHEFS IN THE WORLD!
OH?
HELLO IN THERE!
FLOUR
HI, TUBBY! MR. MOPPET'S GOING TO BE CHIEF OF THE WORLD!
SAY! HOW'D YOU GET SO TALL?
WITH A LITTLE HELP...
...FROM MY FRIENDS!
I WANT TO SEE THE CHIEF OF THE WORLD! LET US IN!
UGH!
HELLO, MR. MOPPET! HOPE YOU DON'T MIND.. I BROUGHT TWO OF THE BOYS!
NOT AT ALL! THE LADIES ARE OUT AND I'M BAKING A CAKE!
MY POP SAYS A WOMAN'S PLACE IS IN THE HOME!
OUR CONGRESSPERSON IS A WOMAN!
THERE YOU GO! SHE'S IN THE HOUSE OF REPRESENTATIVES!
CAN YOU SEW, TOO?
SO-SO!
FREEE
SO-SO! HEEEEE!

From Little Lulu comic magazine. Copyright © 1975 by Western Publishing Company, Inc. Used by permission of the publisher.

VERY WELL, CARLA. I WON'T ATTEMPT TO CHANGE YOUR MIND. GOOD-BYE, CARLA.
G-GOOD-BYE?
YOU EXPECT ME TO CEASE BEING WHAT I AM AND BECOME YOUR DEVOTED ADMIRER, ALWAYS ON HAND TO ASSURE YOU OF MY LOVE. THAT CANNOT BE, CARLA. I HAVE MY WORK AND IT IS IMPORTANT.
BURR, YOU'RE BEING CRUEL!
NO, SWEETHEART.. ONLY REALISTIC! IF I WERE TO CHANGE, I WOULD BE A POOR DOCTOR...AND A TERRIBLE HUSBAND!
OH, DARLING... DON'T LEAVE ME! I'LL MARRY YOU WHENEVER YOU SAY...WITH OR WITHOUT A HONEYMOON... I'M YOURS!
YES...I'M BURR'S WIFE... ON HIS TERMS...SWORN TO LOVE, HONOR AND OBEY ...AND I KNOW THAT I'LL ALWAYS COME SECOND TO HIS WORK...BUT SOMEHOW I DON'T CARE NOW... I'M ONLY GRATEFUL THAT I'M GOING TO SHARE HIS LIFE FROM THIS DAY FORWARD, IN SICKNESS AND IN HEALTH...TILL DEATH DO US PART!
END

From I Love You #79. Reprinted by permission of Charlton Press, Inc.

MY LOVE
13 SEPT 02479
STILL 15¢
TALES OF LOVE THAT COULD BE YOURS!
MARVEL COMICS GROUP
my love
APPROVED BY THE COMICS CODE AUTHORITY
THE ONE PROBLEM EVERY GIRL MUST FACE-- AT SOME TIME IN HER LIFE---
HOW DO I MAKE HIM LOVE ME?
I--I CAN'T BEAR IT! WHAT IF HE DOESN'T CALL?
HOW DO I FACE LIFE-- WITHOUT HIM?

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CHAPTER 4

JOBS ARE FOR QUALIFIED PEOPLE

For a long time we have held the belief that some jobs should only be done by men. We also have thought that other jobs should only be done by women. For example, men should be truck drivers and women should keep house. What do you think? Is it important that these jobs be done by a male or female? Or is it more important that they be done by persons who can do them best? Let us see if we can answer this question. We also will see what some people have to say about this in "Qualified People Speak About Their Jobs."

Teacher's Worksheet for

Occupational Requirements and Occupational Checklist*
(No Student Text)

The following two exercises introduce and provide practice in identifying job-related sex-role stereotypes. They also provide students with practice in shifting from person to task appraisals in situations in which task is most relevant.

A. Occupational Requirements

Have each student individually fill out the "Occupational Requirements" sheet. You may want to read each job description aloud with them and then let them each silently write their own responses (if you feel the descriptions are difficult). When they have finished, have them share their responses with one another by "polling" their answers through a show of hands.

Following this procedure, take the students through these descriptions again as a group, but supply them with the following information concerning the specific job which is actually being described. (Instead of reporting the actual percentages, you may wish to use a simple visual aid, such as a pie graph.)

Answers to the Occupational Requirements Exercise

#1 describes a LIBRARIAN

Although nothing in the job requirements themselves makes this occupation more suited to one sex than the other, we find that:

- approximately 85% of librarians are females.

#2 describes a DANCER

---

*Statistics for these exercises were obtained from Joyce Slayton Mitchell, I Can Be Anything: Careers and Colleges for Young Women. New York: College Entrance Examination Board, 1975.

Although these requirements include traits which we probably often stereotype as "masculine," we are actually talking about a profession which is:

- 90% female, in the U.S.A.

#3 describes a FOREST RANGER

Although nothing in the job requirements themselves makes this occupation more suited to one sex than the other, this is a job which we usually think of as a man's job.

- .1% female, in the U.S.A.

#4 describes an ARCHITECT

Although nothing in the job requirements themselves makes this occupation more suited to one sex than the other, we find that:

- only 5% of licensed architects in the U.S.A. are females.

#5 describes a NURSE

Although the job requirements make this occupation sound suitable for any responsible adult, we find that:

- only 1% of nurses in the U.S.A. are males; 99% are females.

NOTE: As you go through this information, you might want to discuss the ways in which our appraisal system and stereotypes have led to the unequal representation of males and females in these various occupations.

B. Occupational Checklist

Part 1

Have each student individually fill out the "Occupational Checklist." When they have finished, have them share their responses with one another by indicating (e.g., raising their hands) how many felt each particular occupation was associated with males, females, or both. As you are taking this poll you may want to create three master sheets (e.g., on the blackboard or on a large poster in front of the room), including a separate list of "male occupation," "female occupations," and occupations equally associated with both sexes.

Part 2

Divide the students into small groups (or have them work individually if this is a homework assignment). Have them go back to the list of occupations and write task-based want ads for five or six of the jobs. Then have them (either individually or as a group) compare the skills which they have identified in their ads with the male/female checklist. They should become aware that many jobs are stereotyped as male or female, although their task requirements could be performed equally well by both sexes.

Occupational Requirements

Below is a list of job advertisements. Each describes the kind of skills that you need in order to do a certain job well. Read each one carefully. Then, in the space next to each job description, write an (F) if you think that females would be much better at doing this job. Write an (M) if you think that males would be much better at doing this job. If you think that both males and females could do the job, write a (B).

1. ___ WANTED: Someone who knows a lot about books. You need to know what the books are about and how to use them to find information. You also have to keep up to date on new books which are written about many different topics.

2. ___ WANTED: We need someone who is very strong and healthy and physically coordinated. You need to be willing to do a lot of physical exercise and you have to practice very hard for long periods of time.

3. ___ WANTED: We are looking for someone who is very interested in plants and animals. You need to have a good understanding of nature. You must be a careful observer so that you can keep good records of the plants and animals around you.

4. ___ WANTED: We want someone who has artistic skills and who knows how much different materials cost. You need to be a good listener so you will understand exactly what your clients want you to do for them. You also should know the kinds of surroundings that people like to be in when they work or play.

5. ___ WANTED: We need someone who is very responsible. You must be a good reader and read carefully. You will need to know about different medicines and know how to prevent getting sick or injured.

Occupational Checklist

1. Here is a list of occupations. Read it carefully. Put (F) in front of the jobs that are usually held by females, (M) in front of the jobs that are usually held by males, and (B) in front of the jobs that are usually held by both males and females:

_____ Dairy Farmer	_____ Horse Trainer
_____ Bookkeeper	_____ Antique Dealer
_____ Game Warden	_____ Florist
_____ Sales Clerk	_____ Secretary
_____ Nurse	_____ Beautician
_____ TV Station Manager	_____ Cashier
_____ Piano Teacher	_____ Photographer
_____ Hotel Manager	_____ Auto Mechanic
_____ Dressmaker	_____ Dentist
_____ Receptionist	_____ Cafeteria Cook
_____ School Teacher	

2. Go back to the list above and write task-based want ads for five or six of the occupations. Be sure to identify the skills and training you think are necessary to perform this job.

   Compare the skills you have identified in your want ads with the male/female checklist. Could jobs which are usually performed by men also be done by women? Could those done by women also be performed by men?

Teacher's Worksheet for People in My Community

This exercise provides practice in identifying sex-role stereotypes associated with occupations. It also provides practice in distinguishing between person and task appraisals. This activity will be most meaningful if preceded by the "Occupational Checklist" and "Occupational Requirements" exercises.

After each student has completed the exercise "People in My Community," have them share their responses with one another. Take a "poll" of the number of students who respond "male" and the number who respond "female" for each question.

As you poll the students' responses to each question, remind them of the job requirements for each of the occupations (many of these are mentioned in other exercises; e.g., "Occupational Requirements"). Emphasize the way in which inappropriate bases of appraisal have led to an imbalance of males and females in jobs which either gender could actually perform very well. You also might want to give them information about the following statistics (figures taken from the 1970 census):

a. 93% of doctors in the U.S.A. are males; 7% females
b. 85% of all librarians in the U.S.A. are females; 15% males (half of all librarians are in public schools)
c. 98% of all automobile mechanics are men; 2% are females
d. 99% of the nurses in the U.S.A. are females; 1% males
e. 85% of the elementary school teachers in the U.S.A. are females; only 15% are males
f. 98% of dentists in the U.S.A. are male; only 2% are female
g. 94% of all taxi drivers in the U.S.A. are male; 6% are female
h. 94% of all telephone operators in the U.S.A. are female; 6% are male
i. 98½% of police officers in the U.S.A. were male in 1972; only 1½% were female
j. 98% of garbage collectors are male; 2% are female
k. 65% of all sales clerks in the U.S.A. are female; 35% are male
l. 73% of the principals of elementary and secondary schools are men; 27% are women

People in My Community

In our class discussions and exercises we have found that there are many jobs which people think only males can perform. There are also jobs which people think only females can perform.

A. Look around you. Look at your neighborhood and people you have met. Are there certain jobs which are always held by males? Are there certain jobs which are always held by females? Read the list of jobs below and circle either Male or Female according to what you see around you.

1. My doctor is:	Male	Female
2. Our school librarian is:	Male	Female
3. The auto mechanic who fixes my family's car is:	Male	Female
4. Nurses in my community are:	Male	Female
5. My teacher is:	Male	Female
6. My dentist is:	Male	Female
7. The taxi cab drivers in my community are:	Male	Female
8. The telephone operators are:	Male	Female
9. The police in my community are:	Male	Female
10. The garbage collectors are:	Male	Female
11. The sales clerks in our stores are:	Male	Female
12. The principal in our school is:	Male	Female

B. Now look back over your list. Think about the kinds of skills which are necessary for each job. For each job for which you circled "female," underline "male" if you think males also could perform the skills. For each job for which you circled "male," underline "female" if you think females also could perform the skills.

C. Look back over your list one more time. Of the 12 jobs above, how many did you feel that only males could perform? _____ How many did you feel that only females could perform? _____

Teacher's Worksheet for The TV World and My World

This exercise provides practice in recognizing sex-role stereotypes on TV. In particular, it focuses on the difference between career opportunities modeled on TV and career opportunities offered in the real world.

A. Ask students to watch one of their favorite TV programs. Have them answer the following questions in order to compare the TV world to their own.

Questions	In the TV Program	In My Family
1. Who are the main people?		
2. What do women do? What jobs do they have?		
3. What do men do? What jobs do they have?		
4. What do girls do?		
5. What do boys do?		

B. Make a list of the jobs or occupations that the students in the class are interested in. Is this list most like the list of "TV Jobs" or "Parents' Jobs"?

C. Discuss the ways in which the TV world is similar to or different from the students' world. What kinds of things do they do that are not shown on TV? Would their life make a good TV program? Why or why not?

The TV World and My World

Watch one of your favorite TV programs. Then answer the following questions in order to compare the TV world to your own. Think about what men and women do on TV and what your father, mother, brothers, and sisters do. Are the people on TV and the people you know the same?

Questions	In the TV Program	In My Family
1. Who are the main people?		
2. What do women do? What jobs do they have?		
3. What do men do? What jobs do they have?		
4. What do girls do?		
5. What do boys do?		

Qualified People Speak About Their Jobs

In these readings people hold jobs for which they are qualified. These jobs used to be closed to them because they were female or male. This is now against the law. Jobs have to be filled with the most qualified people. In this section you will find stories about a woman lawyer, a woman mechanic, a male kindergarten teacher and others. At first it was not easy for them. People thought that they would not do very well. What were their judgments based on? Did these people change their minds later on? Let us see what happened in some of the cases.

Peggy Ostby Is a Mechanic*

When Peggy Ostby was 14, she was told by a professional psychic that she would "grow up to hold a man's job."

"That prediction didn't come back to me until after I had completed my Navy 'A' schooling and was on my way to my new job...as a mechanic," she reflected.

Peggy is one of two women in the Navy working in the SeaBee construction mechanic rating. Stationed at North Island Naval Air Station's Public Works Garage, she and 28 other mechanics work on everything from one-cylinder lawn mower engines to 85-ton crash cranes. "I'm a general all-around grease monkey. When I was growing up, I'd be under the hood of our family car every time my father worked on it, asking 'what's this, what's that?'"

After high school Peggy worked as a goldplater for an electronics firm. She had just been laid off when she spotted an Armed Forces Day display at a shopping center in her hometown of Los Angeles.

Sitting down with a recruiter, she announced that she would enlist if she could go to mechanics school.

"The recruiter smiled and said, 'You're crazy--that's hard work and a woman just wouldn't make it.' I kept insisting that it was all I was interested in, so finally I got a chance to take an aptitude test. I don't mind dirt and grease. It washes off.

"A lot of the guys thought I'd be a skate--make them do all the hard work, but now they know different," she said. "I guess it was a normal reaction, though, since I was the first woman ever to work here.

"Lifting and heavy work isn't all that hard. These days there's a tool for every job, especially the heavy work."

Peggy also enjoys painting with oils and acrylics.

She plans to learn everything she can about mechanics while in the Navy. It's something she plans to stick with after her enlistment is up because she enjoys her work.

*Reprinted by permission from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

Questions (No Student Text)

1. Peggy tells the Army recruiter that she wants to enlist only if she can go to the mechanics school. How does the recruiter react?

   (He smiles. He does not think that women can make it.)

2. What did the guys think of Peggy at first?

   (They thought that they would have to do all the hard work for her.)

3. Why is lifting and hard work not that important today?

   (We have many tools to do it.)

4. Change the person appraisals to task appraisals. How does this change the situation?

This Man Loves Kindergarten!*

In New Brunswick, New Jersey, a man named Richard Pappa teaches kindergarten. When he first started his job, he told his friends that he taught fifth grade. He knew that most people would find it strange for a man to be teaching kindergarten. Now, after five months on the job, he tells them the truth. It still surprises some people, even though there are over one hundred male kindergarten teachers in New York, New Jersey, and Connecticut.

Before teaching kindergarten, Pappa had taught fifth grade for several years. He became interested in teaching small children after working in a summer preschool program. Pappa says, "The way I look at it is that it takes a man and a woman to make a baby. So why shouldn't it take both to teach a small child?"

So far, the children and parents like Pappa as much as he likes them.

"None of my friends have men teachers," said five-year-old John Freer, who is in Pappa's class, "but I like them. No, I don't know why, I just like them. I like going to school and bringing home stuff for my mother and I can even tie my own shoes."

Colleen Pattee and her friends were surprised to find that Colleen had a male teacher. I didn't even know I had a boy teacher," she said, "but he lets us do nice things and tells us stories so it's pretty good."

Colleen's mother, Jean Pattee, is pleased with her daughter's teacher. Her one complaint was that for the first two weeks of school, Colleen wanted to grow a mustache just like her teacher.

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"But that's over now," Mrs. Pattee said. "I know it's unusual to have a man teacher in the kindergarten, but Pappa is very natural with the children. Of course, his room isn't as neat as some of the other teachers', but that doesn't bother the kids. And all I care about is that he's a good teacher and Colleen is very happy there."

Questions (No Student Text)

1. Why did Richard Pappa tell his friends that he was teaching fifth grade when he was actually teaching kindergarten?

   (He thought that his friends would think of him as strange.)

2. How did the children react to a male kindergarten teacher?

   (They liked him.)

3. How did the parents react to the male kindergarten teacher?

   (They were pleased. All they cared about was that he was a good teacher.)

4. Change the person appraisals to task appraisals. How does this change the situation?

Female Trooper Calls Job "A Great Experience"*

Vince Illuzzi

If you own a Citizens Band radio and are driving through central Vermont, don't be surprised if fellow CB'ers warn you about the "honey bear" on the move in your vicinity.

The radio operators using that CB phrase probably are referring to Trooper Gloria Danforth, one of Vermont's first female state police officers, who has been assigned to the King barracks in Middlesex.

Trooper Danforth is one of the first two female officers in the Vermont State Police, and after three weeks with the "smokies" in King office she says everything has been "a great experience."

Troopers Danforth and Carol Kostelnik joined the state police last month after completing 14 weeks of training at the police academy in Pittsford. Although several women applied, only two made it through the recruitment process.

"Things have worked out great, in my opinion," the King Station commander, Lt. Richard Curtiss, said.

His comments were echoed by Cpl. Jean Lessard, who has been a shift supervisor while the new trooper has been on duty.

"She's been up there on the pike (interstate) freezing with the rest of us," Lessard commented. He said Ms. Danforth has handled "competently" all the problems she has faced.

Curtiss said both Trooper Danforth and Trooper Charles Brooks, who joined the King force at the same time, show that the training academy is turning out well-qualified state troopers.

Curtiss, who has been with the force for 31 years, said he was "naturally curious" to see how the female trooper would work out.

"I can't say I had any doubts," the commander said, "and I'm glad to have her serve in my troop."

The federal government last year urged the state to make an effort to recruit females for law enforcement positions to ensure that Vermont was providing equal employment opportunity.

There should be a female trooper in each office, Curtiss said, since they at the very least are handy when dealing with female lawbreakers.

"I didn't know Vermont had any," is a comment Ms. Danforth regularly hears when working with the public.

"Most people are either surprised or curious spectators," she said.

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*Reprinted from the Burlington (Vt.) Free Press, January 9, 1977. Mr. Illuzzi is a Free Press correspondent from Montpelier.

When she walked into a restaurant recently with two other troopers, she commented, three elderly women "abruptly stopped, stared, and pointed at me."

Ms. Danforth said women have been slightly critical of her new job. "The general comment I hear from women is 'I wouldn't want your job.'

"It appears as though women have been more critical of my role than have been men," she said. The females appear to feel at liberty to comment, Ms. Danforth noted.

Saying she has already issued her share of traffic tickets, Trooper Danforth said she has experienced no unusual reactions from persons she has stopped.

"It's actually worse if there is a male trooper accompanying me," she said.

Lessard said the other troopers in the office seem to feel comfortable working with her. "No one was opposed to having her stationed here," the shift supervisor said, "although 99 per cent weren't too enthusiastic either."

The troopers weren't sure what to expect, Lessard said, but the general conclusion seems to be that women officers can do a good job.

Questions (No Student Text)

1. According to Lt. Curtiss and Cpl. Lessard, how is trooper Gloria Danforth doing on her job?

   (She is doing very well. She is doing what all other troopers are doing and her performance is competent.)

2. How do most people react to Gloria? Are their reactions based on task appraisals or person appraisals?

   (They are surprised or curious. Their reactions are based on person appraisals because this trooper is female.)

3. How are women reacting to her?

   (They are more critical.)

4. How are most officers reacting to her?

   (At first they were not opposed to her but they were not enthusiastic either. The conclusion seems to be that women officers can do a good job.)

5. Change the person appraisals to task appraisals. How does this change the situation?

Mathematician*

Marian Boykan Pour-El

As a woman mathematician--a mathematical logician--my existence apparently refutes a commonly held conviction. It is generally believed that a woman is not logical, but acts on the basis of intuition alone.

Why am I in this field? Because I like it. This was not considered sufficient reason for a woman to enter the mathematical field when I received my education. At that time a woman's goal was to marry and raise a family. She went to college primarily to meet her future husband and to obtain an education so that she could raise her family intelligently. Desire for financial security and status through marriage were additional considerations. To sum it up, it was quite clear that she conceived of her role in life as secondary to her husband's, her status achieved as a reflection of his status, her success dependent on his success and that of her children, particularly her male children. I know this because I went to a girls' high school and an all-girl college, where this was discussed many times. Although I did not emphasize it, I did not agree with this point of view. Nevertheless, I still had many good friends throughout my high school and college life. In fact, I acted as bridesmaid at their weddings.

This point of view, so prevalent during the fifties and early sixties, was reinforced when I went from an all-female environment to an all-male environment when I enrolled in Harvard University Graduate School. I recall very vividly my first day in class: three seats in front of me, three seats in back of me, and two seats on either side were left vacant. I was a complete pariah in that social setting. The reason was quite simple. The men were positively unable to interact with me. They were accustomed to dating girls and talking to them about sweet things and even speaking to them about more intellectual subjects such as politics, history, and sociology. But to converse about a purely masculine subject such as physics or mathematics as one equal to another was something they had not previously experienced.

The faculty members also were surprised at the presence of a woman in their midst, in spite of the fact that they had awarded me a fellowship. They had assumed, before I arrived, that I was some sort of misfit, a woman who was substituting mathematics for the normal womanly attributes leading to marriage and family rearing.

My first colloquium at Harvard University was a memorable event. The tea, which preceded the actual lecture, was held in the library and was a rather formal affair. As I entered, all eyes sank lower into the teacups in a great effort not to seem to notice me. Needless to say, no one talked to me at all. At the end of the tea the chairman flipped the light switch up and down as a signal for the colloquium to begin. As he did so he turned to me and said, with a twinkle in his eye, "Your presence is noted here."

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*Reprinted from Marian Boykan Pour-El, "Mathematician," in Women and Success, Ruth B. Kundsin, ed. Copyright © 1973 by the New York Academy of Sciences. New York: William Morrow & Co.

It was not long before normal interactions between myself and my fellow students developed. We used to spend long hours at the graduate dining-hall table discussing a variety of topics, including mathematics. Every once in a while, someone would say, "Let's not study tonight, let's go to a movie," or "Let's go to a concert." I wanted the privilege, which all the men had, of making the same suggestions without seeming to ask for a date. So I insisted that I be allowed to pay my own way at all times. This was, of course, against the gallant habits of the men there, but they finally got the point, and many jokes were made as they laughingly tried to overrule me. This interaction also brought mutual respect for each other's mathematical abilities, which had no basis in sex. In a sense I was 'one of the boys' as far as mathematics was concerned. Yet they never forgot that I was a woman.

In the normal course of events, I married a biochemist and we had a child. We were still students, both studying for our Ph.D. degrees. Needless to say, our finances were extremely limited. I did all my own housework, my own cooking, and even my own washing. Oh yes, every once in a while I would lug my clothes to the local laundromat and have them done there. There was no dishwasher or washing machine.

My thesis was finished when our daughter was at the awkward age of two and a half, in 1958. My first position was that of assistant professor at a large State University. Thus I was initiated into the mathematical community and took part in its activities: research, teaching, and going to meetings. At my first few meetings I experienced the same phenomenon I had experienced with the men students at Harvard University. The men were unable to interact with me mathematically because they had no social practice in doing it. Gradually, after they noticed that I had research results that were of interest to them, they became interested in what I was doing as a colleague, and the fact that I was a woman played essentially no role in the relations between us.

Today I am completely assimilated in the mathematical community. My presence as a woman, although noticed, virtually plays no role in the professional relations between myself and my colleagues.

In the normal course of my mathematical life I have been invited by my colleagues to lecture at various institutions and at various international congresses. I have always been treated with the traditional respect. There is the talk, then the dinner, and afterwards, the party that goes with it. This party is usually given by the host and is organized by his wife. There has never been any friction or any estrangement in these situations, so far as I can remember.

This article may be conceived of as a mere summary. It touches only briefly upon my educational experiences and the scholarly interactions in my professional life. In particular, no attempt has been made here to discuss the problem of rearing a child, playing the role of wife, and interacting in the community--P.T.A. and so on. More generally, no analysis has been given of the careful investigations and deliberations that led me to the conclusion that the triple roles of mother, wife, and professional could be carried out successfully in a society alien to these ideas.

Questions

1. Why is it unusual for a woman to be a mathematician?

   (According to popular belief, women are not supposed to be logical.)

2. What was a woman's role when Marian was a student?

   (Her role was to get married and to raise a family. She attended college only to find a husband. She was supposed to find financial security and status through her husband.)

3. What was Marian's first day in class at Harvard like?

   (The seats around her were empty. Males were not used to interacting with females on an intellectual level.)

4. What happened at the first Harvard colloquium that Marian attended?

   (Everyone tried not to notice her. No one talked to her.)

5. How did normal interactions develop between Marian and her fellow students? What role did task appraisal play in this?

   (They started to have intellectual discussions. They went out together as equals. They started to respect each other's mathematical ability.)

6. What was it like when Marian first became a professor?

   (The reactions were similar to those of the students when she first attended Harvard. Other professors were not able to react to her as a mathematician.)

7. How did her colleagues change? What role did task appraisal play in this?

   (They discovered that she did interesting work. Their judgments became task appraisals.)

8. How is Marian treated today?

   (The fact that she is a female does not interfere with her interactions with her colleagues. They can interact with her as a mathematician.)

9. Change the person appraisals to task appraisals. How does this change the situation?

Women in Washington*

Elizabeth Shannon

Patricia Roberts Harris,** one of Washington's leading lawyers, sat in her Watergate office high over the Potomac River, and reminisced about the days when a black woman found it nearly impossible to make a living practicing law.

"I had always been interested in a career in the law, but all the black women lawyers I knew worked for their husbands. So when I was graduated from Howard University (summa cum laude), I went to the University of Chicago and got a master's degree in political science. I wanted to go on and get a Ph.D., but I was told that the only place I could use it then was teaching in a black university and I didn't want to do that."

Ten years later, her lawyer-husband persuaded her to enter law school. "I told him, 'Oh, I'm getting older,' but he pointed out quite logically that I would be getting older whether or not I was in law school, so I went." She smiled at the recollection.

A fellow-student at George Washington University Law School was Mel Garbow, who practices law now with another famous Washington firm. He remembers Pat Harris as "the sparkling brilliance of our class; she was also very tough-minded." Although women in law schools were still something of a rarity then, Garbow doesn't remember Harris either as a woman or a black, simply as one of the smartest students in school."

In 1960, Pat Harris was graduated at the top of her class, and she has been opening doors for herself, for women, and for blacks ever since: professor and law school dean (Howard University), U.S. ambassador to Luxembourg, and leading Washington lawyer (she is a partner in the prestigious firm of Fried, Frank, Harris, Shriver, and Kampelman).

Pat Harris always made A's in school, even when she was a little girl growing up in Mattoon, Illinois. "I read all the time. When I was ten, I had read all the books in the children's section of the local library, so my mother went to the librarian to ask if I could have an adult card which would entitle me to take books out of the adult section. They gave me the card, and was I proud!"

The family moved to Chicago where Ms. Harris attended Englewood High School. She was a bookish girl who liked to read Tolstoy more than go on dates, although she was active in YWCA and church activities. Her family always assumed that she would succeed. "It was never questioned," she says.

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**This article was written before Ms. Harris joined the Carter administration as Secretary of Housing and Urban Development.

Still, even when Pat Harris was graduated from law school, the big law firms weren't hiring women, and certainly not black women. "I joined the Justice Department. There were women there; my boss was a woman, Beatrice Rosenberg. I learned from her."

After a stint with Justice, Ms. Harris joined the faculty of Howard University and became the first woman dean of its law school. "I loved teaching when there was still mutual respect between student and teacher. The students assumed that the teacher knew her subject matter and wanted to teach it. Nowadays, students want to be loved by their teachers, and some of the mutual respect is gone."

What advice would she give to a girl wanting to enter law school today? "The first thing I would ask her is: 'Why be a lawyer? What about engineering, science, math?' Law is a career fad now; one-third of last year's law school enrollment was women, and yet only 10% of last year's Ph.D.'s were earned by women.

"But if one does plan a career in the law, the best advice I can give is to be prepared to work very hard. Law school is sheer drudgery and not romantic at all. But the best opportunities are for the top students. And it's not romantic to be a lawyer, either! There's a lot of drudgery in that, too," she laughed, pointing to the stacks of manila folders piled high around her desk. "I'll have to spend days and days pouring over those for every hour I spend in court."

Ms. Harris is very much in favor of bringing what she calls "high-risk" black students into law school (students with potential but with poor academic records). "We have excluded blacks in the past simply because they were black. As a result, the legal profession has very few blacks. We need to remedy that situation, and therefore we must take high risk students in law school. That seems to me to be a valid goal. I would not, however, allow a black person to be graduated who is lower than the lowest white in the class."

Pat Harris ran for her first political office this month, as National Democratic Committeewoman from the District of Columbia, and, predictably, she won. "I don't like the 'circus' of political campaigns," she asserts. "I don't think people are well informed about serious political issues, and I blame this partly on the fact that the press does not do enough serious analysis of real issues but reports too often on the trivial aspect of a campaign.

"But I think I could be useful in government," she conceded, and so she put up with the "circus" in order to win her election.

There are still doors closed in our country to women and to blacks. Who will be the first woman president of General Motors? The first black President? Pat Harris and the women who follow her example of hard work and professional excellence will be standing in line as the doors swing open.

Questions (No Student Text)

1. When Patricia was a student, what did most Black women lawyers do?

   (They worked for their husbands.)

2. Why did Patricia decide not to get a doctorate in political science?

   (She was told that she could only get a job teaching in Black colleges.)

3. Patricia decided to go to law school. How did she do, according to her classmate Mel Garbow? Are his judgments task or person appraisals?

   (She did very well. He does not remember her as either Black or female but as an excellent student. His appraisal is task-based.)

4. What happened when Patricia graduated from law school?

   (Law firms were not hiring women. She joined the Justice Department, which employed women.)

5. What does Patricia think about student-teacher relationships? Does her position reflect task appraisal or person appraisal?

   (She enjoyed teaching when there was respect between students and teachers and respect for knowledge. Today students want acceptance rather than knowledge. Her position is definitely task-based.)

6. What advice does Patricia have for women who plan careers as lawyers? Is her advice task-based or person-based?

   (She warns students of the hard work and drudgery involved. Her advice is task-based.)

7. There are still doors closed to women and to Blacks, such as the presidencies of major companies or the presidency of the United States. Are these closed because of lack of ability (task-based) or because of who these people are (person-based)?

   (They are closed because of person appraisal.)

8. Change the person appraisals to task appraisals. How does this change the situation?

Unbought and Unbossed*

Shirley Chisholm

There are 435 members of the House of Representatives and 417 are white males. Ten of the others are women and nine are black.** I belong to both of these minorities, which makes it add up right. That makes me a celebrity, a kind of side show attraction. I was the first American citizen to be elected to Congress in spite of the double drawbacks of being female and having skin darkened by melanin.

When you put it that way, it sounds like a foolish reason for fame. In a just and free society it would be foolish. That I am a national figure because I was the first person in 192 years to be at once a congressman, black, and a woman proves, I would think, that our society is not yet either just or free.

Sometimes the media make me feel like a monkey in a cage. As soon as I was elected, the newspapers and networks started to besiege me. The first question was almost always, "How does it feel?" Naturally, it feels good. I am proud and honored that the people of my district believed in me enough to choose me to represent them. My Twelfth Congressional District of Brooklyn is mostly composed of poor neighborhoods with all the problems of poverty in an aggravated form: slum housing, high unemployment, too few medical services, high crime rate, neglected schools—the whole list. About 69 percent of my people are black and Puerto Rican. The rest are Jewish, Polish, Ukranian, and Italian. Speaking for them at this moment in history is a great responsibility, because they have been unrepresented and ignored for so long and their needs are so many and so urgent.

But I hope if I am remembered it will finally be for what I have done, not for what I happen to be. And I hope that my having made it, the hard way, can be some kind of inspiration, particularly to women. The number of women in politics has never been large, but now it is getting even smaller.

Women are a majority of the population, but they are treated like a minority group. The prejudice against them is so widespread that, paradoxically, most persons do not yet realize it exists. Indeed, most women do not realize it. They even accept being paid less for doing the same work as a man. They are as quick as any male to condemn a woman who ventures outside the limits of the role men have assigned to females: that of toy and drudge.

Of my two "handicaps," being female put many more obstacles in my path than being black. Sometimes I have trouble, myself, believing that I made it this far against the odds. No one, not even my father, whose hopes for me were extravagant, would ever have dared to predict it.

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**Figures for 1970.

Questions (No Student Text)

1. Why is Shirley Chisholm a "side show attraction"?

   (She is a representative of Congress who is both female and Black.)

2. She is the first person in 192 years to be a member of Congress, female, and Black. Why is this a poor reason for fame?

   (It does not consider her achievements, only her category membership.)

3. How does Congresswoman Chisholm wish to be remembered?

   (She wants to be remembered for what she did rather than for who she was.)

4. Why are women a minority?

   (They are a minority because of prejudice against them; consequently, they receive lower pay and they are limited to demeaning roles of "toy or drudge.")

5. Change the person appraisals to task appraisals. How does this change the situation?

CHAPTER 5

WOMEN AND WORK

What is it like for women who have jobs? What kinds of jobs do they have? What are their salaries? Do women really need to work outside the home? These are some of the questions we will discuss in this section. For a long time people thought that women should only work in the home. But look around you. See what your mother does. See what the mothers of your friends do. Do all of them work only in the home? Let us see what you think about these questions. Let us find out what the actual situation is for women and work.

Teacher's Worksheet for Women at Work: Yesterday and Today
(No Student Text)

This section contains a summary of recent statistics of women in the labor force. These facts can be presented to the class in a number of ways. In Unit Two we provided a "Predict the Fact" game and a true-false exercise as possible formats for the discussion of the education and employment of minority groups. If you have enjoyed either of these formats, you can adapt these facts accordingly.

A possible format for the treatment of these facts is provided in the "Myth and Reality" exercise of this chapter. Students are asked to agree or disagree with a popular belief about women and work. They are then given facts which discount or support the myth. Discussions can point out that the beliefs are stereotypes about women and are based on gender rather than actual performance or facts.

Teacher's Worksheet for Women in the Labor Force

1. Do you know how many women in the United States work?

   a. More than nine out of ten women will work at some time in their lives. (U.S. Department of Labor, 1974)

   b. More than 35 million women work, making up nearly half of the labor force. (U.S. Department of Labor, 1974)

   c. The percentage of all workers who were male and female in 1920 as compared to 1974 were:

	1920	1974
Women	20%	39%
Men	80%	61%

   (U.S. Department of Labor, 1975)

   (Note: The comprehensive collection of statistics on women workers in the United States did not begin until 1968. Earlier statistics excluded many women workers, such as women who supported themselves through piecework done at home, a common practice in the early part of this century. Early figures are not complete or reliable.)

2. What is the working woman like?

   a. It used to be that women were much more likely to be found in the labor force before and after the child-raising years. Now women are nearly equally likely to work through all periods of their adult lives. (U.S. Department of Labor, 1975)

   b. Seven out of ten of the women who head families by themselves work. (U.S. Department of Labor, 1975)

   c. Married women with husbands living with them made up these percentages of all working women:

1940	30%
1960	54%
1974	58%

   d. The number of women in the labor force who were widowed, divorced, or separated rose from 2.9 million in 1940 to 6.7 million in 1974. (U.S. Department of Labor, 1975)

   e. The number of working mothers with children under 18 years of age has increased nine times since 1940. (U.S. Department of Labor, 1975)

   f. The more education a woman has, the more likely it will be that she will seek a paid job.

3. What kinds of jobs do women have?

   a. About 35% of all working women have jobs in offices as secretaries, typists, file clerks, etc.

   b. More than 21% are service workers; this includes maids, housekeepers, waitresses, telephone operators, cooks, etc.

   c. About 15% are professional and technical workers. This includes many teachers and health workers such as nurses.

   d. About 13% work in factories.

4. Why do women work?

   a. Most women work because of economic need.

5. How much do women earn?

   a. In 1974 women employed full-time year round had an average income of $6,488, which was 57% of the $11,468 received by full-time year round male workers. The situation has worsened. In 1956 women's earnings were 63% that of men's. (U.S. Department of Labor, 1975)

6. Has unemployment affected both men and women equally?

   a. No. In 1947 the percent of unemployed workers as compared to 1974 was:

	1947	1974
Women	3.7%	6.7%
Men	4.0%	4.8%

   (U.S. Department of Labor, 1975)

   b. Even among persons of the same age and level of education, a greater percentage of women than men tend to be without jobs. (U.S. Department of Labor, 1975)

   c. The percent of female heads of household who were out of work was 6.7%, compared to 2.7% for husbands in husband-wife families. (U.S. Department of Labor, 1975)

7. How has education affected women in work?

   Even a college degree may not ensure a woman a decent living. In 1970 a woman with a college degree earned $600 more than a man who had only completed 8th grade. In 1973 the woman with the degree earned $350 less than the man with an 8th-grade education.

Teacher's Worksheet for Myth and Reality*

This exercise is designed to help students identify some of their misconceptions about women and work, and to provide some factual information about this topic.

Procedure

1. Have students complete the "Opinionnaire" according to the directions provided.

2. List the numbers one through fifteen on the board.

3. Take a hand count of how many students agreed and how many students disagreed with the "Opinionnaire" statements, and write these figures next to the appropriate numbers on the board.

4. Read the "reality" statements for each item out loud to the class. Check the list on the board to see how widespread the "myths" are.

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*Adapted from "The Myth and the Reality," U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Washington, D.C.: U.S. Government Printing Office, May 1974.

Opinionnaire

Directions: Read each item. Show whether you agree with the statement by checking the correct column.

Agree	Disagree	
____	____	1. A woman's place is in the home.
____	____	2. Women are not serious about work. They work only for extra "pin money."
____	____	3. Women are absent from work more than men because of illness. Therefore, they cost the company more.
____	____	4. Women don't work as many years as men. Therefore, their training is costly and wasted.
____	____	5. When women work, they deprive men of job opportunities. Therefore, women should quit those jobs they now hold.
____	____	6. Women should stick to "women's jobs" and should not compete for "men's jobs."
____	____	7. Women don't want responsibility on the job.
____	____	8. Children of working mothers are more likely to become juvenile delinquents than children of mothers who stay at home.
____	____	9. Men don't like to work for women bosses.
____	____	10. Housewives are the happiest women.
____	____	11. Education is wasted on women.
____	____	12. Women get married, then quit work.
____	____	13. Women get worse jobs than men because they have less education and experience.
____	____	14. New laws made the opportunities in the job market very fair to women.
____	____	15. Unemployment rates for women (now and in the past) have pretty much equalled those for men.

Answers

The Myth	The Reality
1. A woman's place is in the home.	1. Today half of all women between 18 and 64 years of age are in the labor force. Nine out of ten girls will work outside the home at sometime in their lives.
2. Women aren't serious about work. They work only for "pin money."	2. Of the 31 million women working in 1970, nearly half were working because they <u>really</u> <u>needed</u> the money. They were either single, divorced, or separated, or they had husbands whose incomes were too low to support the family.
3. Women are out sick more often than men, costing the company more.	3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury.
4. Women don't work as long as men. Their training is costly and wasted.	4. While it is true that some women leave work for marriage and children, the majority of them return when the children are in school. In spite of this time taken off for the family, the average woman worker works 25 years (compared to 43 years for the average male worker). The single woman averages 45 years of work.
5. Women take jobs away from men. In fact, they ought to quit those jobs they now hold.	5. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. Moreover, most unemployed men don't have the education or skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses. Most importantly, the majority of women in the labor force support themselves and their families.
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	6. As we know, "jobs are for qualified people." Tradition rather than type of job has led to labeling certain jobs as "women's" and others as "men's."

7. Women don't want responsibility on the job.	7. When offered positions of responsibility, women have done very well. In 1970, well over 4 million women held jobs which required responsibility and management skills.
8. The children of working mothers are more often juvenile delinquents.	8. Studies show that whether or not a mother is employed is not a factor in juvenile delinquency. It is the quality of the care, not the amount of time spent in the home, which is most important in bringing up children.
9. Men don't like to work for women bosses.	9. Most men who complain about women bosses have never worked for a woman.
10. Housewives are the happiest women.	10. Wives are sixty times more likely to become depressed than single women.
11. Education is wasted on women.	11. Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women get married and quit work.	12. Sixty percent of working women are married, and one-third of all mothers work.
13. Women get worse pay and jobs than men because they have less education and experience.	13. The average woman worker is slightly better educated than the average male worker. In 1973, a woman with a college degree earned $350 less than a man with an 8th-grade education.
14. New laws have made the job market fair for both men and women.	14. Since the passage of the Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964, the difference between women's and men's salaries has widened. The average woman worker earns less than 3/5 of what the average man earns.
15. Unemployment rates for women (now and in the past) have pretty much equalled those for men.	15. Unemployment rates have been consistently higher for women in all age groups.

Women Have Always Worked*

Women have always worked. Before the United States became an industrial society, work for wages was rare for both men and women. Most of the population lived on farms and grew or produced those things essential for their lives. Work on the farm was shared by most members of the family. Even children helped in the care of animals and in growing crops. The wife's place was not only in the home but also in the fields. She participated in planting and harvesting crops. She grew all the vegetables her family needed for the entire year. She worked in the yard and barns taking care of and raising animals. When she was in the home, her activities included canning food, spinning yarn, weaving textiles. The manufacture of goods in these early times was mainly in the hands of women.

The man's place was not only in the fields but also in the home. He planted and harvested crops and raised animals. He participated in weaving textiles, tanning leather, and manufacturing goods at home. Farming was a shared activity. In fact, in early New England, women who were heads of families received the same portion of land for farming as did men. At first even unmarried women were given a small portion of land.

Women who were not farmers worked at many different kinds of jobs. Many taverns were run by women. The Boston town records show that many licenses to operate taverns were issued to women in the seventeenth century. For example, the record of 1669 states "Widdow Snow and Widdow Upshaw were 'approved of to sell beere and wine for the yeare ensuinge and keep houses of public entertainment.'" Women were employed and even headed "industrial" establishments. They ran mills, distilleries, even sawmills. The 1644 Plymouth records state that "Mistress Jenny, upon the presentment against her, promiseth to amend the grinding at the mill, and to keep morters cleane, and baggs of corne from spoyleing and looseing." At Masons settlement "eight Danes and twenty-two women" were employed in sawing lumber and making potash. Many printers in the eighteenth century were women. They set type and operated the presses. Women published several colonial newspapers, printed books, and pamphlets.

Various industrial occupations were carried out at home. Women made and sold preserves and wines. The most important home industry was the manufacture of textiles. This included carding cotton and wool, spinning, weaving, making lace, and knitting. Sewing and tailoring were common occupations. These products were exchanged for other goods the person or family needed or they were sold.

During the colonial period people insisted that women work. Work was considered a virtue for all and idleness a sin. Puritan ministers and court orders warned people against the danger of idle living. For example, the Salem town records of 1643 state "It is ordered that Margarett Page shall [be sent] to Boston Goale as a lazy, idle, loytering person where she may be sett to work for her liveinge." In 1645 and 1646 several people were paid "for Margarett Page to keep her at work." The records

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*Excerpts from early records were obtained from Edith Abbott, Women in Industry. New York: D. Appleton, 1913.

of other towns contain similar cases of individuals, including women, being reprimanded for idleness.

How did this situation change? How did we come to believe that a woman's place should be in the home? Why do we think that work in the home is not really work? There are several reasons for this change. The most important ones are industrialization and a change in beliefs.

This country changed from an agrarian to an industrial society. Manufacture of goods moved from the home to the factory. At first women were employed equally with men. Their salaries were also reasonably good. As our population grew and people settled in cities for jobs, men were preferred over women. Women got the worst jobs and salaries. They became a source of cheap surplus labor. Women worked in sweat shops under unhealthy conditions and for very low wages or they did piecework at home. In this "home-work" system the entire family had to work just to make enough to survive. The following poem summarizes the plight of working women and urges women to unite to form a union.

Mill Mother's Lament*

Ella May Wiggins

We leave our home in the morning,
We kiss our children good-bye,
While we slave for the bosses,
Our children scream and cry.

And when we draw our money,
Our grocery bills to pay,
Not a cent to spend for clothing,
Not a cent to lay away.

And on that very evening
Our little son will say:
"I need some shoes, mother,
And so does sister May."

How it grieves the heart of a mother,
You every one must know;
But we can't buy for our children,
Our wages are too low.

It is for our little children,
That seem to us so dear,
But for us, nor them, dear workers,
The bosses do not care.

But understand, all workers,
Our union they do fear,
Let's stand together, workers,
And have a union here.

*Reprinted by permission of The Nation magazine.

As this country became more affluent, people started to adopt the values of the wealthy class. This class held the belief that women of high station should not work. Nonwork was a sign of their high status and wealth. Many working class people started to believe this also. They accepted these values, especially after their own working conditions and salaries improved. They could afford to look down on women's work. Women's work became devalued. Whatever women did was looked at as unimportant and unnecessary. Housework especially was considered as no work at all.

Lucy Warner, a working woman, did not like this idea one bit. Her essay of 1891 questions this belief. She asserts that a woman's work deserves as much recognition and dignity as a man's.

Why Do People Look Down on Working Girls?*

Lucy A. Warner

Why do people look down on Working Girls? This is the question that we girls ask each other over and over again. It is not a hard question, but it has never yet been answered to our satisfaction.

Is it because we lack natural ability? . . . Go into the places where we work and see the delicate and difficult work that we are doing —work that requires the help of eye and hand and brain, and, when you have gone the rounds, if you should give us your candid opinion, would not that opinion be that working girls are not deficient in natural ability?

Is it because we lack education? That we do lack education, we admit. We have the brains. Give us the time and opportunity to use them. We are hungering and thirsting for knowledge. . . .

Is it because we lack virtue? Are working girls, as a class, virtuous? Years ago, a man who knew whereof he affirmed, wrote: "Not even the famed Hebrew maiden as she stood on the giddy turret, more sacredly guarded her honor than does many a half-starved sewing woman in the streets of New York." . . . It is true, there are exceptions, but has not the immoral working girl her rivals among a class of women who should be her teachers in all pure and noble living?

Is it because we work? What an absurd idea! People "look down" on us because we work? Why, the lawyer and the doctor and the clergyman and the professor and the merchant all work, and work hard, too, and every one looks up to them. "Of course," says a bright, young lady, "we expect men to work and support their families, but ladies do not work." Don't they? We have lady artists and musicians, lady doctors, lawyers and lecturers, trained nurses and teachers. If it isn't work that they are doing, what is it? "But," says the same young lady, "have you never discovered that there is a difference between brain work and manual labor?" Yes, we have discovered it, to our sorrow. The teacher considers herself superior to the sewing girl, and the sewing girl thinks

*From Far and Near, 1, January 1891.

herself above the mill girl, and the mill girl thinks the girl who does general housework a little beneath her, and Miss Flora McFlimsy, "who toils not, neither does she spin," thinks herself superior to them all. Is one kind of work more honorable than another? . . .

My friend, have you ever considered that "brain work" enters into every department of manual labor? An intelligent girl will do better work anywhere than an ignorant one. Isn't it a work of art to make a dress? It is just as necessary that a cook should mix her bread with "brains" as it is that an artist should mix her colors with the same materials.

Dear sister workers, we who work in shop and store and factory, and in countless homes all over the United States, if it is because we work that people look down on us, then let us pray that the Lord will change their opinion, and go quietly about our business, for, among the "nobility of labor" there is an illustrious company, at whose head stands the Carpenter of Nazareth, by Whom labor was forever glorified.

Questions (No Student Text)

1. How were physical needs met during Colonial times?

2. How did the early settlers feel about working women?

3. What sort of work did women get after industrialization?

4. How were women able to meet their physical needs after industrialization? Was this easy for them?

5. What was the attitude toward women's work after industrialization? How might this affect women's self-esteem?

6. Lucy Warner is critical of the appraisals that demean women's work. Are these task or person appraisals?

Hi, typewriter.
TAP! TAP! TAP!
How ya doin', Doll-face?
TAP! TAP! TAP! TAP! TAP!
Ms. Joan Caucus
Birth Date:
July 21, 1935
OKAY, READY?
TAP! TAP! TAP! TAP!
READY.
"A. HAVE YOU SUBMITTED YOUR LAW BOARD SCORES?"
A. Yes. Mailed under separate cover.
"B. ARE YOU A MALE OR FEMALE APPLICANT?"
TAP! TAP! TAP!
B. Female.
"C. IF YOUR ANSWER IS 'FEMALE', WHY SHOULD WE TAKE A CHANCE ON YOU AND TRAIN YOU TO BE A LAWYER WHEN YOU'LL PROBABLY JUST QUIT AND GET MARRIED ANYWAY?"
TAP! TAP! TAP!
AARRGGH!
OKAY, LET'S SKIP THAT ONE FOR NOW...

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B.U. LAW SCHOOL? WELL, OPEN IT UP!
WHY? WHAT'S THE POINT? I ALREADY KNOW WHAT IT SAYS..
GIVE IT HERE, KIDDO!
IT'S A REJECTION. I'M QUITE SURE OF THAT. I'VE NEVER BEEN MORE SURE OF ANYTHING IN MY LIFE.
IT'S BECAUSE I'M A WOMAN— THAT'S WHY, YOU KNOW ABSOLUTELY. IT'S BECAUSE I'M A MIDDLE-AGED WOMAN, AND NO LAW SCHOOL IS GOING TO BELIEVE IN ME. I KNOW IT.
"DEAR SIR..."
I KNEW IT!

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CHAPTER 6

VEHICLES FOR CHANGE: THE LAWS

We all know that one of the most effective ways to change society is to change the laws. However, laws are not always easy to change. Often people have to work for many years to get an unfair law changed.

Women have been struggling for fair treatment under the law for as long as history has been recorded. The following is a very brief summary of some of the legal changes women have fought for.

215 B.C.	Roman women organized and fought against laws which limited the amount of gold they could own and forbade them to ride in carriages except on festival days. They won their demands.
1848	The first national convention of the Women's Movement was held at Seneca Falls, New York. Demands were made for equal treatment in education, trade, and property rights. The demands included the right to free speech and the right to vote. These demands were not met.
1872	Susan B. Anthony was fined $100 and threatened with a three-year jail sentence for leading a group of women to vote in the 1872 election.
1920	Following a fifty-year struggle, the Nineteenth Amendment was passed. This amendment gave women the right to vote.
1923	Alice Paul of the National Women's Party wrote and submitted the Equal Rights Amendment to Congress. It read: "Equality of rights shall not be denied and abridged by the United States or by any State on account of sex." This amendment did not pass Congress.
1963	The Equal Pay Act states that all workers are entitled to equal salaries and benefits regardless of race, religion, national origin, or sex.
1964	Title VII of the Civil Rights Act of 1964 outlaws discrimination in jobs on the basis of race, religion, national origin or sex.
1972	Title IX of the Higher Education Act forbids discrimination on the basis of sex in any school program that receives federal money. This law covers admissions, athletic programs, course materials, and school organizations.

1972 The Equal Rights Amendment (ERA), first proposed in 1923, was passed by Congress. However, it will not go into effect unless 38 states ratify it by June, 1982.

Laws Are Changed by People

One main function of any government is to pass laws and to enforce these laws. But the actions of individuals and groups are required to change laws and to see that they are enforced. We have seen how the efforts of Dr. Martin Luther King and his supporters changed the United States laws for Black people.

Many people have worked and continue to work for fair laws for women. One important law is Title IX of the Higher Education Act.

Title IX*

Title IX became law in 1972. Sex discrmination in the public schools is now illegal. According to Title IX, students cannot be excluded from any school program or activity because of their sex. This means that girls must be given equal opportunity to participate in sports, shop, and any other activity in which boys participate. Boys must be given a chance to take any subjects, like cooking or sewing, that girls usually take.

How did Title IX become a law? Like all federal laws, it was passed by the United States Congress. However, actions by individuals and groups outside of Congress were required to spur its passage. In the following example, testimony given by three students in the court of Brooklyn about discrimination in their schools is presented. The students' efforts contributed to the passage of Title IX.**

> Laura Edelhart (1971). Laura Edelhart told the court that she attended a junior high school in Brooklyn, New York. She wanted to take a metal-working course, but she was not allowed to do so. She made "a dozen calls at least" to the Board of Education but "never got through to anyone." Finally, they told her to go back to the school with her problem. When she spoke to her principal, he told her that they had "too many boys in the school to be able to allow the girls to take metal work and mechanics."
>
> Gigi Gordon (1971). Gigi Gordon was a ninth grader at a Brooklyn junior high school where "They have sewing and cooking available to the ninth graders. That is only for girls, and for the boys, they have metal work and printing, and I think they also have ceramics."
>
> Gigi wanted to take printing, but she was assigned to sewing instead. When she spoke to the teacher who was in

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*For more information about Title IX, contact your regional Department of Health, Education, and Welfare, Office for Civil Rights.

**Testimony reprinted from Report on Sex Bias in the Public Schools, 3rd ed. New York: National Organization for Women, 1973.

charge of the shops, he told her that "the shops were all filled up with boys" and that "he didn't think [she] could get in because of the boys." When she went to the assistant principal, he just told her to "ask the shop teachers if they wanted girls in their classes."

Julie Nives (1971). Julie Nives was a ninth grader in a junior high school where the boys' and girls' gym classes didn't seem to be equal. Here is a description of the gym classes, in Julie's own words.

Girls' Gym: "At the beginning, the first marking period, we did volleyball, and after that, after the marking period was over, we continued doing that. So me and some friends complained because we were supposed to have a new curriculum each marking period. And they said, 'O.K., we will try to do something,' and they did. Finally they got us records which had exercises on them, but the exercises were not working out very well because they were only to slim your waistline and help you walk down the street, well, things like that. So after a while it wasn't really working out well. So then we complained again, you know, we should have something a little more, you know, better, because nobody was getting prepared--you have to wear gym suits--and so they had not done anything about it and we refused to get dressed. That day we went down, we were looking around for some guy--our assistant principal--to complain to, and he wasn't there. And the Dean sent us back into gym, and since then we have not been doing anything."

Boys' Gym: "The boys do exercises. They play basketball. They can go out when it is warm, which the girls are not allowed to do. They play handball and baseball. They have certain teams after school for just baseball, basketball, track teams, which the girls do not have."

When Julie and her friends asked their teachers if they could have basketball in gym, this is the reaction they got (again, in Julie's own words): "We asked for basketball. They said there wasn't enough equipment. The boys prefer to have it first. Then we will have what is left over. We haven't really gotten anywhere."

These three experiences with sex discrimination happened in 1971, before Title IX was passed. However, just because Title IX is now a law does not mean that all the problems of sex discrimination in schools have been solved. It is still up to individual students to make sure that their schools are being fair.

Watch the newspapers for articles about people who are trying to make sure that their schools are following the Title IX rules. Here is a selection from a newspaper article about a girl who wants to play soccer in a school where there is no girls' soccer team.

Rebel Soccer Still Her Goal*

Don Fillion

Marla Pecor is a 14-year-old freshman at South Burlington High School. She is 5'3" and weighs 99 pounds. She wants a chance to try out for the South Burlington High boys' soccer team. She has been denied that chance.

Phil McKenzie, South Burlington athletic director, decided after a meeting Tuesday with Marla's parents, a doctor, a nurse, assistant principal Lawrence Lecour, and others that for the time being Marla would not be granted a chance to try out for the boys' team.

The decision is based on the belief that soccer is a contact sport, although Title IX, which allows for equal opportunity for girls to play sports, does not clearly define soccer as a contact sport.

Marla said, "I just want to try out for the boys' soccer team. If there was a girls' team, I would prefer to play with it, but there isn't. I have three brothers who have played soccer and I've played with them. I feel I can play and I don't consider soccer a contact sport. I know there are other girls in South Burlington who would like to play soccer."

The Equal Rights Amendment

Another important law that many people are still working for is the Equal Rights Amendment (ERA). It is designed to protect women, men, and children from discrimination. The ERA would ensure that sex would not be a factor in the legal rights and treatment of women and men. Each person, under the law, would be judged on the basis of individual behavior, ability, performance, or need. People would not be judged on the basis of whether they are male or female.

The ERA passed the United States Congress in 1972. An amendment also has to be ratified by three-fourths of the states (38 states) within seven years.** If the ERA is ratified, it will become the 27th Amendment to the United States Constitution.

How will the ERA help in treating men and women on the basis of individual behavior?

1. Employment

Under the ERA employment of men and women would be based on individual needs and abilities. In the past laws were passed to protect women from lifting heavy weights. On the average women are not as strong as men. However, there are some women who are a lot stronger than many men.

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*Reprinted from the Burlington (Vt.) Free Press, September 8, 1978.

**In October 1978 the deadline for ratification was extended to June 1982.

There are also men who are weaker than many women. The laws discriminate against these people. They are based on who the persons are rather than on their abilities. The laws also keep women out of many well-paying jobs because of the excuse that women are not strong enough.

2. Credit

Many banks discriminate against women in giving them loans and credit. They believe that women are less reliable, that they will quit work and not repay their debts. This judgment also is based on who the person is rather than on what the person is doing. It is not based on the fact that most women are dependable workers and work for many years.

3. Education

Title IX outlaws discrimination in education. This Act has many exceptions and loopholes. Enforcement of the Act is also a major problem. ERA would strengthen equal opportunity laws like Title IX. It would assure that education would be based on people's abilities and needs rather than on whether they are male or female.

4. Criminal Laws

Many states have laws which penalize women more for the same crime than men. Some laws penalize men more than women for other crimes. These laws are again based on the gender of the person. According to ERA, the same penalty should be given for the same crime. The penalty would not be based on whether the offender was a male or a female.

5. Social Security

Many social security benefits are not equal for all men and women. Right now, homemakers get no benefits except as dependents.

6. Property Laws

Inheritance laws are not equal. Right now, whenever an estate is more than $120,000, a widow must prove that she has contributed money to the purchase or improvement of an estate. Otherwise she has to pay large estate taxes. If the wife dies first, the husband doesn't have to pay one penny of inheritance tax.

These are only some of the ways that the ERA would help to assure equal treatment of women and men.

Again the efforts of individual persons and of groups helped to pass ERA in Congress. An example is Mrs. Sellers' testimony to the United States Congress in 1970.*

*Mrs. Sellers's testimony reprinted from America's Working Women, edited by Rosalyn Baxandall, Linda Gordon, and Susan Reverby. New York: Random House, 1976.

MRS. SELLERS. Thank you, sir.

I am Georgianna Sellers of Clarksville, Ind., speaking on behalf of the Indiana and Kentucky unit of the League for American Working Women, known as LAWW.

I am acting chairman of this organization. LAWW is a new organization. Its basic purpose is to work for and achieve equality of rights for women. While our organization is not confined to working women, most of our members are employed as factory workers.

The members of our organization wholeheartedly support the equal rights amendment—and for many reasons. It would eliminate injustices to women in employment, educational opportunities, and other areas.

Since our major efforts have been directed toward achieving equality for women in employment, one of our strongest reasons for supporting the Equal Rights Amendment is that it would nullify all state restrictive laws that limit women as to what work they can do, how long they can work, and what they can lift.

It is an insult to women that such laws or rules are referred to as "protective" when their sole function is to exclude women from the higher-paying jobs.

The experience of the women employees at the plant where I am employed demonstrates the urgent need for the Equal Rights Amendment.

Most of us working women are employed in factories on high-speed production lines. Some of us--including myself--are working for the Colgate-Palmolive Co., which has arbitrarily refused to concede that there is a Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of sex.

The union supposedly representing the employees at this plant fails to see why it should recognize the minority group—women—and has made contracts since the advent of Title VII of the Civil Rights Act of 1964 that were just as discriminatory as were the previous contracts.

The women working for Colgate were denied the right to work on the better-paying jobs to which their seniority entitled them, simply because they were women and the jobs might occasionally require the lifting of over 35 pounds.

As a matter of fact, some women employees on the low-paying jobs lifted as much as 17 tons per day while men employees thumped buttons on automatic machinery. While Indiana has no so-called "protective" laws prohibiting women employees from lifting 35 pounds, the mere existence of such laws in other states was used as a phony excuse for this discrimination.

"Oh, no," our employer would say, "you are a woman. You can't do this job. You have to lift 35 pounds. Let George do it."

We were kept off of higher paying, easier jobs for years because the company wanted to "protect" us. I say it did not protect, but exploited women. Used their hard labor for low pay, just as employers treated the Negroes for years. Keep them under foot, not on top."

Incidentally, the record that we sent to the Seventh Circuit Court of Appeals weighed 38.6 pounds. We did not have a man to carry it for us....

The officials of Local 15, International Chemical Workers Union —our union—tell us that we should not fight for our rights because we are a minority. There are about 1,100 men employees and only 145 women employees at this plant. We need the equal rights amendment to eliminate restrictive laws and practices and to give us quicker and surer relief against both employers and unions.

The male representatives of the AFL-CIO who have appeared before the committee and argued that women should not be given their equality should not be heard—they have no right to claim they represent working women.

(Applause.)

There is not one single woman in the AFL-CIO executive council. Even the predominantly women's unions are governed and controlled by men. It is insulting for these males to use state restrictive laws as a gimmick for exploiting us by claiming they are protecting us. These males running the labor unions are merely trying to monopolize better jobs for themselves....

American working women have learned the lesson that the black people have learned. There is no such thing as separate but equal. We do not want separate little unequal, unfair laws and separate little unequal, low-paid jobs. We want full equality....

There is no one more aware of the power of woman than women—especially working women.

FIRE FIGHTER: Fighting City Hall*

Val Carlson

Years of struggle to get women hired as fire fighters in Seattle have culminated in a headlong confrontation between one undaunted woman recruit and the Seattle Fire Department.

At issue is whether or not women are going to break into non-traditional trades, not only in the Fire Department but in other city departments as well.

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*From Collegiate Women's Career Magazine, Equal Opportunity Publications, Inc., Centerport, N.Y., Fall 1976.

On May 20, 1976, Lori Lakshas, 23, 5' 10" tall, 165 pounds, and a highly trained athlete, was told she was not physically capable of being a fire fighter and was abruptly terminated. She immediately filed a sex discrimination complaint with Seattle's Office of Women's Rights and initiated a termination appeal through her union, Seattle Fire Fighters Union Local No. 27.

Six women, Lori Lakshas, Debbie Hanson, Beverly Raine, June Frabbiele, Barbara Beers, and LaDonn Usitalo, the first females ever hired by the Seattle Fire Department, entered fire fighter recruit school on March 17, 1976. During the first two months of training five resigned, several of them under threat of termination.

"Fire Department officials made up their minds from the outset that no women were going to make it through that training program," Ms. Lakshas charged. "We have all been under tremendous pressure to believe that we are incapable of being fire fighters and that the best thing to do was resign quietly. I was doing well, and I was unjustly terminated. I intend to fight it all the way."

A University of Washington graduate in Urban Planning, Lakshas served as women's swim team captain at the University in 1974 and 1975 and placed 4th in the state in discus competition in 1973. She has worked as a swimming instructor, life guard, and skiing instructor. Of the 1800 fire fighter applicants who took the civil service entrance exam last year, she ranked 35th before veterans preference points (10%) were added to the scores of 196 of the men. "If they aren't going to take me, who <u>are</u> they going to take?" Lakshas asks.

In a letter to the Civil Service Commission, Fire Chief Hanson stated that Ms. Lakshas was terminated for "inability to perform basic ladder and hose evolutions," and because she "was physically incapable of performing some of the fire fighter tasks."

Lakshas is not waging her battle alone. Her determined stand has sparked support both locally and nationally.

Gloria Steinem, visiting Seattle on May 25, issued the following statement: "How can women and only women fail to have the strength required for training—when both men and women passed a strength test before their training began? The suspicion of unfair and unequal treatment would be strong enough even without charges of harassment, and Lori Lakshas has experienced that form of social discrimination as well. I support and admire her courage in forcing this issue to investigation and to a public test."

Lori has also won the support of her union. This is no small accomplishment since the union recently opposed selective certification, the affirmative action procedure through which the women were hired. However, the men have now seen the women perform, and they have heard Lori present her case to them. They know that in supporting her they are also working for their own best interests.

For over a year the six women battled through an incredible series of obstacles and challenges to the entry of women into the Fire Department. 127 women had originally applied. Only six made it all the way through.

Written examinations, oral interviews, and grueling physical fitness tests were just the beginning. The veterans preference points put all the women below the top 25% of the eligibility register. Right down to the night before recruit school started the women were fighting medical appeals and court battles and trying to lose weight to meet "women's" weight standards set by the Pension Board. Once in recruit school the six women found that practically all the men had previous fire fighter experience either in other localities, through the three-year, on-the-job training program for minority men in Seattle, or in the military.

One by one the women left recruit school. Ms. Hanson, who resigned the second day, stated, "It is an extremely difficult class, and we were already defeated mentally even from the start—the damage had already been done." She added that when she first took the test she felt fully capable; it was the time lag and mental battles that wore her down.

Beverly Raine, who quit after four days, [gave] similar reasons. "At a hearing on March 1, we were told that we wouldn't be in the first recruit school. I just wasn't mentally and physically prepared. I really feel that it can be done if you are properly prepared."

After a week in recruit school June Frabbiele resigned. She said that she would have kept trying had the department not given her a resign-or-be-terminated ultimatum. "To me resigning is giving up," she said. "But I didn't—I had no choice. I might have been able to learn how to use my weight to do the job, but I'll never know."

Barbara Beers completed two weeks before resigning. "I just wasn't good as some of the men, although some were having the same problems I was. But if I had not quit, I think they may have decided to terminate me," she said.

LaDonn Usitalo resigned a month later on April 27, after having missed a week of class due to a respiratory infection coupled with a wrist injury. "For those reasons I was not able to meet the objectives. They were going to terminate me so I decided to resign. I want to go back for the next class. If I didn't want the job I wouldn't have stuck around this long."

At least half of the men were unable to meet objectives at various times during training due to illness or injury. None of them were threatened with termination, but rather were assured that they would be able to catch up.

Constant threat of termination was something only the women in the class faced, Ms. Lakshas charges in her discrimination suit. "Men who fainted and vomited during drills, recurrently sprained their ankles, cut themselves with chain saws, developed such disabilities as bursitis

in the knees and back problems, and failed to meet daily objectives were not told that they were incapable of being fire fighters," Lakshas said. "However, any initial difficulties any of the women had were magnified out of proportion by the higher echelons in the department and cited as proof that we weren't going to be able to make it."

"Throughout the nation there are hundreds of volunteer women fire fighters," Lakshas added. "No one ever questions women's capabilities unless we are competing for the well-paid positions."

Most of the women who resigned had expressed eagerness to enter the next recruiting class, then scheduled to begin in July, 1976.

On Ma 26, at a press conference called by the Feminist Coordinating Council, Lori Lakshas responded that she was very sorry that the five other women fire fighter recruits did not see fit to join her in fighting to stay in the Fire Department, but that she understood why they had responded as they did. "Discrimination takes various forms," Lakshas said. "Often it is subtle and hard to see, and in many instances it takes a long time for its victims to recognize it, understand it, and learn how to stand up and fight it, especially when intense psychological pressures are involved."

"It is a rather new phenomenon for women to learn to stick together in fighting discrimination. I have the highest respect for the eight Electrical Trades Trainees at Seattle City Light who were able to do that over the course of fifteen months. And, I am confident that if the six of us had been together in the Fire Department for a year or so, we, too, would have been able to make a united stand."

Creating an Equal Society

Let us assume that everyone obeys Title IX and the Equal Rights Amendment is ratified. What will our society be like? Will this mean that everyone will have to be alike in every way? Will this mean that women and men will have to be equally strong and have equal abilities? The answer is no. We certainly are not equal. Some of us are tall; others are short. Some of us are good at writing; others are good at math. In fact, if you look around you, you will find that no two things in nature are alike. As an exercise, you might compare the leaves of a tree on your school yard. You will find that no two leaves are the same, even though they came from the same tree. This is also true of people. No two persons are exactly alike.

Our laws do not say that we have to be alike. They say that we have to be given an equal opportunity. This means that people will be given an equal chance at a job according to their interests and abilities. It means that students will be given an equal chance to learn the things they want to learn. This will not depend on whether they are male or female. If a boy wants to take up cooking, he can take home economics. If a girl wants to become a truck driver, she can learn how to do this. Companies have to employ the female truck driver or the male cook on the basis of their qualifications, on how well they perform their work.

Imagine that our society has learned to make task appraisals. It has learned to train young people and to employ people on the basis of their abilities and interests. What will our society be like? Here are some questions for you to consider and discuss with your class:

Employment

Who will be the doctors, the truck drivers, the lawyers, the executives, the mechanics, the engineers?

Who will be the nurses, the custodians, the sales clerks, the teachers, the secretaries?

Education

Who will take math, language arts, science, shop, home economics?

Politics

Who will be the President of the United States, the Senators, the Representatives to Congress?

Other Aspects of Our Society

How would other aspects of our society change, if true equal opportunity became a reality?

Teacher's Worksheet for Supplementary Activities

1. Inquire about how Title IX is implemented in your school.

2. Invite the school official in charge of Title IX compliance to speak about Title IX to your class.

3. Invite a state senator or representative to your class to discuss legislation affecting the status of women. Or have your class visit the office of your senator or representative for a discussion of this issue.

4. Invite a local women's rights activist to speak to your class on the legal status of women. Your local branch of the National Organization for Women (NOW) or the American Civil Liberties Union might be a good source.

5. There are a number of good films and filmstrips on the legal status and legal changes affecting women. Show and discuss such materials with your class.

CHAPTER 7

FUTURE ROLES

We have looked at employment in America and how it is changing. We have found that many women are employed and that they work for many years. Many women want a chance to have jobs that were reserved for men, like firefighting, driving trucks, etc. Men are also going into areas that our society reserved for women, such as nursing, kindergarten teaching, etc.

Our laws have changed too. Education and employment on the basis of gender is illegal. It is illegal for schools to educate girls and boys in areas that are thought suitable for girls and boys. Education must allow students to pursue their interests and abilities, regardless of whether these "fit" the students' gender. It is illegal for employers to hire men for "men's jobs" and women for "women's jobs." Employers must hire people on the basis of qualifications and abilities rather than gender.

We have found that many women with families are employed. In nearly one-half of all American couples, both husband and wife work. There are also many single-parent families. These are often headed by women who support the family. How do people take care of work on the job and work at home? People have answered this question in many different ways. Here are some ways:

1. The husband works at a job to support the family. The wife stays at home, does the housework and takes care of the children. In the past we thought that these were the proper roles for men and women.

2. Both the wife and husband are employed outside the home. Often the wife also does most of the housework and child care after she comes home from work. Many husbands and wives also share in taking care of the work at home.

3. The wife works at a job to support the family. The man stays at home, does the housework, and takes care of the children. For example, the man might be a writer or architect and prefer to do his work at home and to do the necessary housework.

4. There are many single-parent families. These consist of the mother and her children or the father and his children. Here the parent has both to support the family and do the housework. Children in these families help a great deal with the housework. Children also contribute to housework in the other types of families.

There are many different patterns in how families arrange their home lives and work roles. In the past we thought that men should hold paying jobs and women should stay at home, do the housework and rear children. This is not the way things really are. Many people do both. Our laws also allow us to break out of these traditional categories. They allow us to develop our interests and abilities, regardless of whether they fit these categories. Many choices are open to us. What decisions will we make? What will our future roles be?

Teacher's Worksheet for My Future Career

This exercise asks students to identify their future careers and to indicate their reasons for their choices. It provides practice in basing career choices on skills and interests rather than on stereotypic expectations.

Procedure

1. Ask students to complete the "My Future Career" form.

2. Discuss the reasons students gave for their choices. Are these based on a consideration of their skills or on stereotypic beliefs?

3. Ask students whether they know the requirements for their chosen careers. If not, this might be a possible homework assignment for them.

4. Ask students what actions they will have to take, what they will have to do in order to achieve their careers.

My Future Career

Here is a list of careers that are open to many people. There are many more careers that are not included in the list. Check the career that you want to pursue. If your choice is not on the list, write it down at the end of the list. Write down your reasons for your choice.

Careers	My Reasons
Engineer	
Teacher	
Pilot	
Police Officer	
Mechanic	
Artist	
Nurse	
Scientist	
Doctor	
Salesperson	
Hairdresser	
Politician	
Secretary	
Lawyer	
Farmer	
Electrician	
Accountant	
Writer	
Architect	
Plumber	
Telephone Operator	
Other	

Teacher's Worksheet for Household Task Analysis

This exercise is designed to demonstrate that "housework is for qualified people." That is, housework can be done by anyone who has the necessary skills.

Procedure

1. Ask students to complete the "Household Task Analysis" form.

2. Discuss the fact that household chores can be assigned on the basis of skill rather than gender. In a previous chapter we found that jobs were best performed by qualified people. Similarly with household chores: "Housework is for qualified people" rather than for females or males.

3. Have students review their responses to "My Future Career."

4. Ask students to compare their answers in "My Future Career" with their "Household Task Analysis." Have students discuss how they can best combine job requirements with home responsibilities. Commitments of time, effort, interest, and skills can be included in such a discussion.

Household Task Analysis

1. List all the tasks that need to be done in the home.
2. List the skills, training, or talent required to perform them.
3. Can the tasks be done by a male, female, both? Write an M for male, F for female, B for both.
4. How many household tasks can be done by both males and females?

Household Tasks	Skills Required	Who Can Do The Task
Cooking		
Shopping		

Teacher's Worksheet for A Typical Day

This exercise is designed to help students think realistically about their future career and home roles.

In "My Future Career" students were asked to indicate their career choices. Many may have chosen non-traditional or demanding jobs. In this exercise, however, they are asked to describe a potential "typical day," not a future career. When asked what their lives will be like, students often base their expectations on gender rather than skills and interests.

For example, the girl who chose "marine biologist" as a career may say that the first thing she would probably do on a "typical day" is to get up and make breakfast for her husband and children. A response like this would indicate that the student is focusing less on the actual requirements of a chosen career than on stereotyped expectations of what men and women generally do.

A response which goes in the other direction and mentions only activities directly related to career choice is also unrealistic. Most of the students will end up with spouses and/or children. Serious commitment to an occupational choice requires that some attention be paid to how these different aspects of an individual's life can be successfully integrated.

Procedure

1. Have the students fill in the "Typical Day" worksheet.

2. When finished, ask them to write down the career choice aspiration they made. Also ask them to write down whether they expect to be married or single, and whether they expect to have children.

3. Break into small groups. Each student can read his or her "Typical Day" to the group. The others in the group must try to guess what career that student has chosen.

   Or have a general classroom discussion. In either case, ask the students to come to a decision about whether their "Typical Day" would really be typical for an average person in his or her chosen career.

   Encourage students to consider the many different ways a career choice may affect their lives. Ask them to consider <u>seriously</u> how they intend to integrate their careers (if they expect to have careers) with marriage and family (if they expect to get married and raise a family). There are bound to be differences of opinion in this area. Encourage the students to discuss the options realistically and to try to identify some of the problems they may encounter with non-traditional choices.

Some areas for discussion may include:

a. What do you do if your spouse and you strongly disagree on the roles you wish to play within the family structure?

b. If you both choose to work, who will take care of the household duties?

c. Suppose you and your spouse switched roles. What are some of the problems you would face? How do you think it would make you feel? How do you think it would make your children feel?

A Typical Day

Many people have a fairly good idea about what the future might hold for them. Imagine yourself fifteen years from now. How old will you be? Imagine a typical day in your life. Describe all the things you will do on this average day, from the time you get up until the time you go to bed. Use the space below for your description. Be specific and exact.

Stories About Work and Home Roles

How do people combine work and home roles? In the following readings we find that people have answered this question in different ways. In one family the husband becomes the homemaker and the wife earns money to support the family. In another case the wife takes the baby to work with her. In the last reading some women decide to be full-time homemakers. Today we have many choices. The decisions we make about work and home roles are up to us.

A Baby in the House of Representatives*

Jane Lynch

Susan Catania . . . isn't that the legislator who keeps her baby in a desk drawer? The one who nurses her kid on the floor of the general assembly? "Not quite," laughs Representative Catania, the Illinois State legislator, who is head of her state's Commission on the Status of Women, and chairwoman of a committee on probation and parole.

"I did bring Amy to work with me every day while I was breast-feeding her," she explains. "Springfield is a three-and-a-half hour drive from our home in Chicago, and a baby can go only so long between feedings!"

Suzy, 10; Rachel, 8; Sara, 6; and Melissa, 4--the other Catania daughters--stayed in Chicago where they are cared for by grandparents, two housekeepers, and their father, Tony, an assistant manager for the statistical actuarial department of Kemper Insurance.

How did Representative Catania manage? When the House chamber was remodeled last year, a women's rest room was put in for the first time, only a door away from the action. "I never nursed Amy on the House floor, I'd take her into the ladies' room. There's a speaker in the ceiling, so I never had to miss a word. If anything came up that I had to vote on, I could just step out the door and vote with a hand signal. And if I wanted to speak I could get back to my desk quickly enough."

Her desk was easy to spot--it was draped with a tea towel reading "Woman's place is in the House," little jars of strained baby food sitting next to the bills she has sponsored. These include a bill prohibiting sex discrimination in granting credit, a bill to make Susan B. Anthony's birthday a national holiday, and a bill to broaden the jurisdiction of the Fair Employment Practices Commission.

Catania reclaimed the old blue car bed which had been handy when her other girls were babies. "When I first took Amy down to Springfield she only filled up half the space in the car bed, and I discovered that the remainder was the perfect size for legal folders."

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The legroom under a vacant desk next to Catania's provided a dim, quiet cubbyhole for the infant. "I had the speaker to that desk shut off and slid Amy's bed underneath it," she says. "Acoustics in the General Assembly are good, and there never was an uncomfortably high noise level. Amy was perfectly content.

"I guess the car bed did resemble a box, though. When I sponsored a series of bills on school-bus safety last spring, one Chicago senator said I was obviously more concerned with the safety of other people's children than my own, because I kept mine in a box on the floor.

"Sometimes I'd forget to put Amy down before standing up to speak. She'd be slung on my left hip and I'd have my microphone in my right hand and some of the House members felt this was disruptive because it lacked decorum. There was also some resentment about the news coverage I had received: one of the legislators said I'd only had Amy as a publicity stunt."

But most legislators adapted quickly. "It was a good learning experience for me, too—I hadn't thought of men as fatherly as readily as I'd thought of women as motherly, yet I never had any problem finding someone to hold or cuddle Amy. I didn't have to find anyone, in fact. Someone always wanted to hold her and help care for her."

Mail poured in from all over the country, half of it supporting her decision to bring her child to the House, half of it criticizing her. "One letter writer said that when I discovered I was pregnant I should have taken a job 'out of the limelight' as a waitress! Swell—I could carry a tray in one hand and the baby in the other until I got fired."

Catania describes the atmosphere in the General Assembly as far from totally formal. "There is always a lot of conversation, eating, and newspaper-reading during sessions, so having a small child or two on the floor is hardly disruptive. Recently a few of the men started bringing their very young children. It's very encouraging."

Asked whether there have been temper tantrums on the floor of the House of Representatives yet, Catania replies, "Only from legislators."

How Working Wives Cope*

Jill Newman

Mention today's working housewife—and two images come to mind. One is of a harried Hausfrau who leaves for work each morning, the beds unmade, the babies howling, a safety pin dangling from her blouse, and one week's collection of dishes piled up in the sink. The other is of the Superorganized, Supereconomical, Superofficious Efficiency Expert who so adroitly juggles home, family, and job that she can put in eight hours a day at the office, yet still arrive home to a spotless kitchen, hot meal

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on the table and a fresh gardenia in her hair. Which one is the real working woman? According to a national survey we recently made, it is neither.

Based on answers to a questionnaire sent out to one hundred women from varying social and economic backgrounds--the majority of whom had two to three school-age children--the Woman's Day survey revealed that an entirely different kind of working mother is emerging: Neither Total Woman nor Frenetic Feminist, she is rather a middle-of-the-road American who has realigned her priorities, and with a little assistance from her kids and husband, has learned to accomplish more by taking on less. Here are some of the questions we asked her about what she is doing--and what she is doing without. How do your habits compare?

How much housework are you doing now, compared to before you began work?

Less than half as much: 28% of the respondents
Half as much: 23%
Three quarters as much: 22%
Just as much: 11%

When work piles up, some chores are bound to get lost in the shuffle, and today's working women are not always reluctant to see them go. Some, like Ann Moll, a textile broker and mother of three from Merrick, N.Y., take a practical tack: "I've come to terms with reality," says Ann. "I can't commute, work a full day, and be a full-time housekeeper too." Others, like Nona Ferdan, a psychologist with two children from Weston, Mass., enjoy a more liberated approach. "When I was first married," says Nona, "I was obsessive about housework. I scrubbed and waxed the kitchen twice a week--the crazy housewife syndrome. Now I no longer care." Still others, like Michaela Grudin, an English professor from Berkeley, Calif., have revised their priorities. A job is challenging, says Michaela, "because it forces women to depend on something besides an immaculate house for their security. Order and cleanliness are nice, but we shouldn't give our lives to them."

What chores do you never do?

Picking up the children's rooms: 98%
Spring cleaning: 69%
Ironing: 34%
Making the beds daily: 34%
Dry cleaning: 20%

Wives who work outside the home have discovered that one way to deal with burdensome tasks is by not doing them at all. With the advent of permanent press, for instance, wrinkling woes appear to be a thing of the past, and one working mother from Eugene, Ore., boasts she doesn't even own an iron anymore. Housewives too, are skimping on bedmaking as well as hospital corners, and spring cleaning has become almost as erratic as the seasons themselves. As Dianne Ball, a public relations executive with three children from Atlanta, Ga., exclaims: "We get out of the house and enjoy the glorious weather instead."

What jobs do you still do?

Grocery shopping: 96%
Laundry: 84%
Bedmaking: 77%
Disciplining the children: 70%
Heavy kitchen cleaning: 68%
Meal planning: 67%
Heavy bathroom cleaning: 67%
Heavy cleaning of "public" areas: 66%
Cleaning up after meals: 65%
Dishwashing: 64%
Preparing the meals: 60%
Cooking: 56%

The woman of the family still takes responsibility for doing the major part of household work. Besides such time-honored tasks as cooking and cleaning, more than one-third of the women polled have added formerly "male" chores like emptying the garbage, home repairs, and lawn mowing. As one writer from Ramsey, N.J., points out: "The demands of home management these days reach far beyond the traditional chores. Women have to be fairly good at family finances, home and auto repairs, and work in the yard as the needs arise."

Does your husband help more?

Cooking: Yes. 36%
Cleaning: Yes. 28%
Dishwashing: Yes. 28%
Laundry: Yes. 23%
Bedmaking: Yes. 22%
Ironing: Yes. 7%

With their wives increasingly burdened in the outside world, many of today's husbands appear more willing to lend a hand at home. Alice Jane Hendley, a home economist and mother of three from Albuquerque, N.M., for instance, maintains that although her spouse "commutes 110 miles a day to his job," he is not only good at helping with the kids but "supportive of my continued education."

Not only are husbands venturing more and more into such formerly "female" domains as washing the clothes and changing the diapers, but in many households it is considered perfectly natural. As Marjan Wazeka, a librarian with one daughter from Eugene, Ore., puts it: "Both my husband and I were astonished at the underlying assumption that home and family care are necessarily the woman's responsibility. We do it as a group of three, and make an (almost) fun time of it."

Do your children help more?

Bedmaking: Yes - 47%
Cleaning: Yes - 42%
Cooking: Yes - 36%
Dishwashing: Yes - 33%
Laundry: Yes - 27%
Ironing: Yes - 18%

The kids, too, are increasingly called upon to contribute. Adolescent duties like walking the dog and mowing the lawn are no longer enough, and in households where both parents hold full-time jobs, the offspring are expected to do their share. As Sue Viders, a teacher from Denver, Colo., with five children puts it: "Most housewives do not delegate enough work to other members of the family. A leader must give jobs to everyone--they live there too."

The Kitchen Sink Papers*

Mike McGrady

I had it made.

At the age of forty I had been married for sixteen years to a woman of intelligence and beauty. The three children seemed to be growing up straight. My job--writing a newspaper column--brought prestige and a measure of artistic satisfaction. I had a home in a quiet suburb, a new swimming pool, two cars, and the rest of it.

I was a happy man who had been rewarded by life, one of those rare individuals who feels good driving toward work in the morning, good again driving toward home in the evening.

Then one day, late in 1973, with all my affairs in order, I quit my job and became a housewife. I don't know the exact moment when I decided to quit--but one reason was certainly that I had done the job long enough. Time was a key issue. After a dozen years I had done it as well and as poorly as I was apt to do it in the future. And it seems that I had an offer, an intriguing job offer from my wife.

Actually the offer was not new, but it had remained general in nature. Never once did we sit down and work out the specifics; at no time did we consider all the ramifications that a trade of roles would involve. The agreement was simplicity itself. I would do what she had been doing. She would do what I had been doing.

Like many women who came of age in the 1950's and 1960's, my wife, Corinne, had been charting a course toward liberation ever since our third child was out of diapers.

Sensing that her freedom was connected somehow to her ability to produce, she had tried a number of projects on her own and finally had begun designing plastic furnishings--plastic because it was readily available and because it could be bent into any of a thousand shapes with equipment no more elaborate than a simple hot wire. Gradually the business, which had started in the basement of our home, grew. When she rented an office above a candy store on the main street of town to house Corinne McGrady Designs, it was no small thing. As another woman once explained to me, "Corinne is an inspiration to us all; she's the first woman to move up from the basement to an office--it's our goal."

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*Excerpt from The Kitchen Sink Papers by Mike McGrady. Copyright © 1975 by Mike McGrady. Used by permission of Doubleday & Co., Inc.

The year that I decided to become a housewife, Corinne's income finally had risen to $10,000. From time to time in the past she had suggested it—why didn't I stay home and take care of the children? I would threaten to accept; she would threaten to accept my acceptance; I would warn her that I just might accept her acceptance of my acceptance.

There were aspects of her life that provoked unqualified envy on my part. All that free time. I would say: "But if I became a housewife, you'd have to devote full time to your business. You'd have to go to the office every day and work eight hours . . . and of course I'd need an allowance. I'd have to buy all the food. . . ." At last she said, "How does a hundred a week strike you?"

"I wish we could talk seriously about this," I said.

"Who's not being serious?" she said.

And so it happened.

The First Day. Corinne is feeling the press of time passing, and I'm impressed only by the vast space of time that lies directly ahead of me. Seconds, minutes, hours--an entire day of freedom. No obligations. No responsibilities. There is an undeniable feeling of luxury —mingled with just a trace of compassion—as I drop Corinne off at her office.

"Don't forget Siobhan," she says. Siobhan is our thirteen-year-old daughter.

"Siobhan what?"

"Her appointment with the orthodontist," she says. "You remember, she told you to pick her up at school at eleven o'clock."

"Oh." I had forgotten.

Okay, the orthodontist—how long could that take? Time to do the shopping and the cooking. Time left over for some things I haven't done in far too long. The library, a nice long game of pool, a few friendly belts at the Pier Three.

But first things first. The orthodontist. Since this is a man to whom I will be sending money every month for the next three years, it is not an appointment I am inclined to miss. He has not been awaiting our arrival with bated breath--a half hour passes before he recognizes Siobhan's arrival and another half hour goes by before he escorts her into his office . . . .

As I drive Siobhan back to school, I am again aware of time escaping. My intention was to make the first dinner something truly memorable. But now my feeling is that I don't want to take any unnecessary risks; I will try something I've done before. A rib roast. Never mind that this will bust my budget the very first night; the important thing is that dinner get made, and the other important thing is that it not be too unimpressive.

As I get to the supermarket, I sense a small problem with the money. The problem is this: Corinne has forgotten to give it to me. Well, okay, I have not yet forgotten how to write a check of my own.

The first thing I notice in the supermarket is that something has happened to the prices. The roast beef in particular has undergone some kind of an elevation and now comes to eleven dollars for a piece of meat that will barely withstand a five-way division. I throw in some potatoes, carrots, onions, bread and milk, and a twenty-dollar bill does not cover the tab.

How long has this been going on? I am feeling a kinship to Rip Van Winkle as I settle back into the car and remember that I have gotten nothing for dessert. I had originally planned on a chocolate mousse, but there will be no time for that. What I do, instead, is stop at the bakery and spring for eclairs stuffed with whipped cream. Forty cents each. Forty cents each! I can't get over what has happened to food prices.

The food is rushed home, put in the refrigerator. By this time --and it is past two--I am scrambling, trying to salvage a few hours from a day that is shrinking at an alarming rate. I had planned to pass at least a half day in the library, a leisurely hour or two at the magazine rack before moving on to a tour of the stacks. The moment I walk into the library, I do feel for the first time, a sense of some of the rewards awaiting me in this new life.

"Your card is out of date," the librarian says when I hand it to her.

"Oh?"

"Three years out of date," she says. She gives me the special look she reserves for Philistines, then types out my new library card, the one that will surely wear out from the use I intend to give it. Ten minutes later, books under my arm, I stop for another brand-new luxury, a friendly belt with the boys at the Pier Three.

Well, the Pier is not the same place in the afternoon. Possibly because the boys are all working.

"What time is it?" I ask Linda, the barmaid.

"Four-thirty," she says.

"Fine, you can pour me another," I say. "Hey, Linda, how long does it take to cook a roast beef?"

"What kind of roast?"

"A rib roast."

"Oh, yeah, that's about twenty minutes a pound, for medium."

Twenty minutes a pound. For medium. Okay, then, it is an eight-pound roast. Let me see. That means it will take 160 minutes. That breaks down to . . . oh . . . two hours and forty minutes. Two hours and forty minutes! One of my resolutions was to have dinner ready at six o'clock every night. If I leave the Pier at this moment, I will be home at five and dinner should be ready at . . . oh . . . eight o'clock. I go for the phone.

"Hello," Siobhan says.

"Hello, darling," I say. "How would you like to do Daddy a little favor?"

"It depends," she says.

"It depends on what, darling?"

"It depends on what you mean by little."

"Oh, it's nothing," I say. "Just go to the refrigerator and take the roast beef and put it in the oven at 350 degrees."

"That's a big favor," she says. "I'm not even sure I can remember all that."

I am talking to an "A" student who has just celebrated her thirteenth birthday. She has one of the most well-organized minds it has ever been my pleasure to observe, and one day she will be a first-rate lawyer; I am trying to imagine the difficulty she will have performing this simple task.

"I'll pay you a quarter," I say.

"<u>One</u> quarter?"

"No, sweetheart," I say. "Two quarters. But for two quarters you also have to have the potatoes and carrots and onions peeled by the time I get home."

"I hate to peel onions," she says. "They make me cry."

"Okay," I say. "Just the potatoes and carrots then."

The deal has been made. Still I hurry the drink and make my way home as rapidly as possible. When I pick up the hearty smell of beef roasting in the kitchen, I begin to feel better. But not much better because my daughter greets me with a message: "Mommy says don't forget to pick her up after work."

It's back to the car, back to town and Corinne's office, back again on the road. Finally, putting the car away for the night, I notice that the total mileage for the day is more than one hundred, more than it would have been had I taken the thirty-mile drive to the office and back.

I'm finally relaxed. The potatoes and carrots have been peeled and are ready to be potted in the oven beside the beef. I slip Siobhan two quarters.

"Well, you seem to have everything under control," Corinne says.

"Nothing to it."

"How did your day go?"

"Just fine," I say. "I did some shopping--I can't get over how much prices have risen."

"Is that a hint?" she says. "Well, I've already made out your check--it's in my purse."

"Oh, I don't know that we have to start right out. . . ."

"A deal's a deal," she says.

The check is for a hundred dollars. It is an unpracticed exchange, accomplished awkwardly. I don't know which of us has more difficulty, which of us is more embarrassed. I guess Corinne handles her side of the exchange more smoothly than I do. . . .

Dinner is late but satisfactory. There is nothing to criticize about the roast beef--it is deep brown on the outside, pink on the inside, tender and succulent. The potatoes seem a trifle on the hard side, but as I demonstrate for three skeptical children, they can be rendered edible by mashing them into the beef drippings. There is no salad, no green vegetable, but the eclairs offer some compensation.

So, during this first day, I have cooked the first of many dinners; I have received my first allowance check; I have driven one hundred and eight miles, and I haven't had more than a few minutes to myself. And at the end of the day I have a book to read. By ten o'clock the dishes are done and everyone is in bed and I open up the book. I read two paragraphs before my eyes become heavy and I feel myself slipping off to sleep.

One down--how many to go?

Women as Homemakers*

Some women have chosen to give up their careers to become full-time homemakers. Linda Dannenberg has interviewed several women. She finds that they are very satisfied with their roles as homemakers. One woman states: "At first I was afraid I wouldn't be myself any more after my baby was born and I gave up my job. I worried that something would be taken away from my being my own person. But I discovered that being a mother was a dimension that added to me, not one that took away."

Betsy Ferry had worked as an editor. She discovered that mothering was far more involved and meaningful than she expected. She says: "In the beginning I missed my other adults. But now I've made new friends, other mothers at home, and things are better. I want to be with my son and watch him develop and grow."

Margi, a friend of Betsy's, had taught high school for five years. She found it a relief to stop working: "When I worked, things like laundry, shopping, and cleaning still had to be squeezed in. Now, of course, I can do it during the day, so my nights and weekends are free.... I found being home with my daughter very rewarding and enjoyable and I decided to stay."

Evelyn Stock finds that she has time for things she could not do before: "We can play tennis during the day, have long leisurely lunches and build real friendships with other women.... We can do all these things and still take care of a family."

Homemaking has added new dimensions to the lives of these women. Betsy is now taking piano lessons. Margi enjoys gardening and working in stained glass. They are finding new satisfying outlets for their lives. Most of these women agree that: "Everybody achieves fulfillment in a different way.... Whatever her choice is, a woman should not feel she's copping out.... It's all wrong to make a woman feel guilty if she wants to leave the house and her children and take a job; but it's equally wrong to make a woman feel she has to justify staying home."

What can we conclude? We can see that people are made up of multiple categories. We enjoy and want to do different things at different times. The questions of family and work roles have to be decided by us as individuals. Other people need to understand and recognize our decisions. We hope you will give this understanding to yourself and the men and women you know. Remember, being satisfied with the role you choose is important for a happy rewarding life.

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*Based on Linda Dannenberg's article, "Back-to-Home Movement?" in Family Circle, May 1976, by permission of the publisher.

..AND NOW, HERE'S NICHOLE, WBBY'S ALTERNATE LIFE STYLIST!
GOOD MORNING, AND HAVE I GOT A TIP FOR YOU WOMEN WHO RUN A HOUSEHOLD! IT'S CALLED "TRADE-A-MAID," AND HERE'S HOW IT WORKS!
HOUSEWIFE A AND HER BEST FRIEND, HOUSEWIFE B, SPEND WEEKDAYS CLEANING EACH OTHER'S HOME. THEIR RESPECTIVE HUSBANDS PAY FOR THEIR SERVICES, JUST AS THEY WOULD FOR THOSE OF A FIRST-CLASS MAID..
SEVERAL BENEFITS ACCRUE. FIRST, THE HUSBANDS GAIN A SENSE OF THE REAL VALUE OF HOUSEHOLD WORK, AND THEIR WIVES GAIN THE SATISFACTION OF CONTRIBUTING TO THE FAMILY INCOME!

SECONDLY, AND JUST AS IMPORTANTLY, BOTH WOMEN BECOME ELIGIBLE FOR SOCIAL SECURITY BENEFITS. LASTLY, THEIR CLEANING EQUIPMENT CAN BE DEDUCTED ON THEIR TAX RETURNS. BACK TO YOU, MARK.
W
2-20
WHY.. WHY.. THAT'S THE MOST AMAZING SYSTEM I'VE EVER HEARD OF, NICHOLE!
THANK YOU, MARK.
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